DOCUMENT RESUME

ED 238 993 UD 023 282

AUTHOR	Mirabito, Mary; Frischholz, Edward J.
TITLE	The Bilingual Program in Auxiliary Services for High Schools, 1981-1982. O.E.E. Evaluation Report.
INSTITUTION	New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE	Mar 83
GRANT	G00-780-4273
NOTE	126p.; Some attachments may be marginally legible due to light print type.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Adult Education; *Bilingual Education Programs; Chinese Americans; Curriculum Development; English (Second Language); Greek Americans; Haitians; High School Equivalency Programs; Hispanic Americans; *Individualized Instruction; Italian Americans; Limited English Speaking; *Nontraditional Education; *Out of School Youth; Parent Participation; *Program Effectiveness; Program Evaluation; Services; Staff Development
IDENTIFIERS	New York City Board of Education

ABSTRACT

In 1981-82, the bilingual program of New York City's Auxilliary Services for High Schools served 1335 out-of-school youth (mostly between the ages of 16-22) from Spanish, Chinese, Greek, Italian, and Haitian backgrounds. The program provided educational and support services to a variety of students including actual or potential droupouts, older persons who return to school to improve literacy skills and/or continue a formal education, students whose work and/or family responsibilities prevent participation in a traditional setting, and recent immigrants who are too old to complete the requirements of a regular high school program. Special features of the program are individualized, self-paced instruction, counseling (educational, vocational, and personal), placement services, and day and evening bilingual and English-as-a-second-language classes. Analysis of qualitative and quantitative data reveals that, in the main, the 1981-82 program successfully accomplished its major goals. First, it enabled students to prepare for the high school equivalency exam, improve their English language skills, and explore academic and vocational options. Service delivery was improved by staff development and training efforts, and materials and curriculum development projects were successfully undertaken. Finally, efforts to involve parents and the community in the program were successful. Materials and resources used for this program appear in appendices to this report. (CMG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Thomas K. Minter
NYC Schools
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED238993

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

O.E.E. Evaluation Report

March, 1983

Grant Number: G00-780-4273

THE BILINGUAL PROGRAM IN AUXILIARY SERVICES FOR HIGH SCHOOLS 1981-1982

Director:
Seymour Weissman

Bilingual Coordinator:
John Ramirez

O.E.E. Bilingual Education Evaluation Unit

Ruddie A. Irizarry, Manager
Judith A. Torres, Evaluation Specialist

Prepared by:

Mary Mirabito
Edward J. Frischholz

New York City Public Schools
Office of Educational Evaluation
Richard Guttenberg, Director

UD023282

BOARD OF EDUCATION OF THE CITY OF NEW YORK

JOSEPH G. BARKAN
President

DR. AMELIA H. ASHE
Vice President

DR. STEPHEN R. FRANSE
DR. IRENE IMPELLIZZERI
MARJORIE A. LEWIS
MIGUEL O. MARTINEZ
JAMES F. REGAN
Members

DR. FRANK J. MACCHIAROLA
Chancellor

DR. RICHARD F. HALVERSON
Deputy Chancellor

DR. THOMAS K. MINTER
Deputy Chancellor
for Instruction

TABLE OF CONTENTS

		PAGE
I.	OVERVIEW	1
II.	PROGRAM DESCRIPTION	9
	Program-Wide Instructional Approach	17
	Haitian Component	22
	Chinese Component	27
	Greek Component	30
	Italian Component	32
	Spanish Component	34
	English as a Second Language	36
	Curriculum Development	38
	Staff Development	42
	Parent/Community Involvement	44
	Supportive Services	45
III.	FINDINGS	50
	Performance on the High School Equivalency Examination	50
	Promotions Within the A.S.H.S. Program	53
	Job Placement	54
	Test Achievement	54
IV.	CONCLUSIONS AND RECOMMENDATIONS	63
	Conclusions	63
	Recommendations	65
V.	APPENDICES	70

LIST OF FIGURES AND TABLES

		PAGE
Figure 1:	The Bilingual Program in Auxiliary Services for High Schools Resources Utilization.	5
Figure 2:	Administrative Organization of the Bilingual Program in A.S.H.S.	11
Table 1:	Bilingual Program in Auxiliary Services for High Schools 1981-1982.	7
Table 2:	Bilingual Program Personnel by Funding Source - 1981-1982.	12
Table 3:	Staffing Growth and Local District Commitment.	13
Table 4:	Instructional Placement by Language and Level of Instruction.	21
Table 5:	Proportion of Instruction Using Two Languages as Media of Instruction.	23
Table 6:	University Training: 1981-1982.	43
Table 7:	Employment Referrals.	49
Table 8:	G.E.D. Results by Site, 1981-1982.	51
Table 9:	G.E.D. Results by Site and Year.	52
Table 10:	Percent of Students Promoted Within the A.S.H.S. Program, by Language Group.	53
Table 11:	Results of the Stanford Achievement Test, Level I, by Site and Language Group.	56
Table 12:	Results of the Stanford Achievement Test, Level II, by Site and Language Group.	57
Table 13:	Results of the Metropolitan Achievement Test, by Site and Language Group.	58
Table 14:	Results of Spanish-Speaking Students on the Interamerican Series La Prueba de Lectura, by Site.	59

LIST OF FIGURES AND TABLES
(continued)

		PAGE
Table 15:	Results of French/Haitian Creole-Speaking Students on the Test de Lecture (Park Avenue Site).	60
Table 16:	Results of Teacher-Made Tests of Native Language Development, by Site and Language Group.	51
Table 17:	Results of the New York City Arithmetic Computation Test, by Site and Language Group.	62

THE BILINGUAL PROGRAM IN AUXILIARY SERVICES FOR HIGH SCHOOLS (A.S.H.S.)

Central Location:	383 East 139 Street Bronx, New York 10454
Number of Sites:	Sixteen
Year of Funding:	1981-1982, fifth and final year of the third funding cycle
Target Languages:	Spanish, Chinese, Greek, Italian, and French/Creole
Number of Participants:	1,335 Students
Director:	Dr. Seymour Weissman
Bilingual Coordinator:	Mr. John Ramirez

I. OVERVIEW

Auxiliary Services for High Schools (A.S.H.S.) provides a viable alternative for students who, for a variety of reasons, have not been able to succeed in or take advantage of the traditional high school setting. Through the bilingual component of the A.S.H.S. program, the same alternative is available to limited English proficient (LEP) out-of-school youth between the ages of 16 and 22 (and older). Established in 1972, the bilingual program within A.S.H.S. provides educational and support services to a variety of students, many of whom might not otherwise return to the school system. Among the students served are actual or potential high school dropouts; older persons who return to improve literacy skills and/or continue a formal education; students whose work and/or family responsibilities prevent participation in a traditional setting; and recent immigrants who are too old to complete the requirements of a regular high school program.

The 1981-1982 school year was the fifth and final year of the third funding cycle, under the provisions of the Elementary and Secondary Education Act, Title VII. Consistent with the general objectives of A.S.H.S., the bilingual program prepares students for the High School Equivalency (H.S.E.) examination in a goal-oriented, non-competitive learning environment which encourages student responsibility.

In brief, the overarching goals of the bilingual program in A.S.H.S. are to:

1. provide students with the educational preparation in English-language and cognitive skills necessary for successful performance on the High School Equivalency examination;
2. expose students to employment and job training opportunities;
3. provide opportunities for staff to participate in training and development activities;
4. develop curriculum in reading, writing, and cognitive skills in the native language and;
5. increase parental and community involvement in the program.

The instructional and non-instructional objectives of the program are presented in detail in Appendix A.

Special features of the program are individualized, self-paced instruction, counseling (educational, vocational, and personal), placement services (academic and employment), and day and evening classes in bilingual and English as a second language (E.S.L.) instruction. Educational activities include E.S.L. (language skills and conversation), reading in English, and instruction in the dominant language for the

academic content areas of the H.S.E., including math, science, social studies, and reading development. This year the bilingual program in A.S.H.S. continued to serve five target language groups: Chinese, French/Creole, Greek, Italian, and Spanish. Spanish-dominant students may prepare to take the English or Spanish H.S.E. examination. Students in the four other language groups prepare for the English H.S.E. examination in bilingual general education classes which include intensive English-language skills instruction.

Various city, state, federal, and community resources are tapped to provide direct assistance to students as well as technical assistance and support in program development and implementation. Members of the A.S.H.S. staff have established contacts with local neighborhood agencies, other bilingual programs at the secondary and university levels, and local cultural and religious organizations. Examples of community contacts include Hostos and Bronx Community Colleges, the Lehman College Bilingual Program, El Museo del Barrio, the Greek Orthodox Church, and the Columbian Society. On-going activities, such as field trips and speakers from colleges and industry, familiarize students with the educational and cultural resources of New York City.

Provision of affective and support services necessary to help students accomplish their instructional goals is an integral part of the bilingual A.S.H.S. program. Teachers and counselors provide assistance to resolve financial, health, or family problems, through direct intervention or referral to agencies such as Neighborhood Youth Corps and Planned Parenthood. Students develop immediate and long range educational and vocational plans with the assistance of the program counselors

(Educational/Vocational Advisors), through employment and job training resources (Youth Opportunity Center of the New York State Department of Labor, Alternative Occupational Facilities to Meet Manpower Needs [A.O.F.M.M.N.], the Youth Employment Program, Shared Instruction, After School Occupational Skills), and local community agencies (Bronx Counseling Center, Aspira, etc.). Students are encouraged to apply to colleges, universities, and other post-secondary institutions. Financial aid resources are investigated, such as the College Work Study Program and New York State Tuition Assistance Plan (TAP), and assistance is provided throughout the entire application process. Figure 1 depicts the utilization of resources by the bilingual A.S.H.S. program.

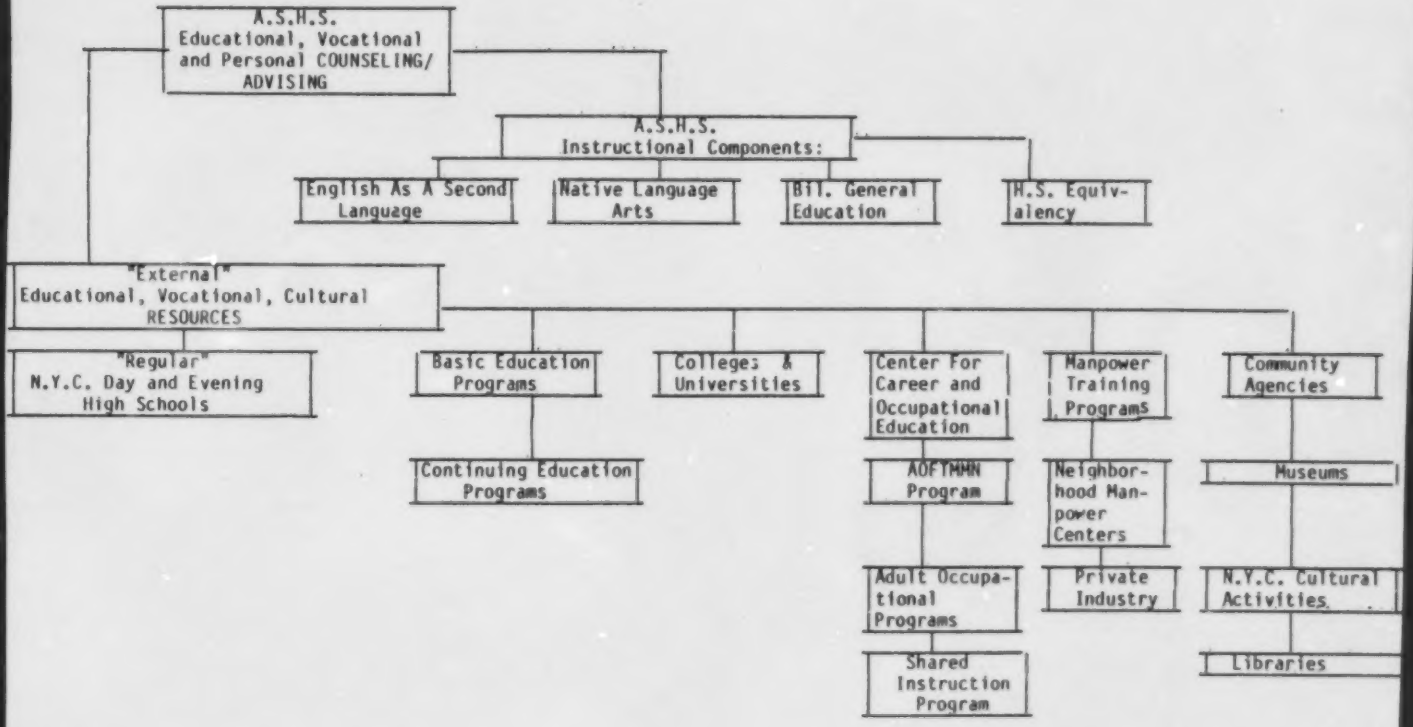
Although major program changes have not occurred since its inception, the bilingual program has increased and improved services to meet the emerging needs of its student population. The program has placed increased emphasis on materials development for the instructional component in response to the changing requirements of the H.S.E. examination. New and expanded curriculum materials have been developed as the linguistic and educational background of the student population changes. A career education component, instituted in 1979, continues to develop bilingual career guidance materials and sponsor workshops in career awareness activities. Services have been expanded to the adult population, aged 22 and over, through adult basic education funding under Title XIII.

In 1981-1982, the bilingual A.S.H.S. program continued to serve students in day and evening centers of the citywide A.S.H.S. program, located throughout the five boroughs of New York City. The bilingual program expanded services in two additional A.S.H.S. centers, for a

FIGURE I

The Bilingual Program In Auxiliary Services For High Schools

Resources Utilization



total of sixteen program sites, the greatest number of sites served since the bilingual program was established in 1972. Ten of the sixteen sites of the A.S.H.S. education centers which offer bilingual programs are designated as official "Title I" schools and are located in neighborhoods classified as economically depressed. Bilingual education, E.S.L., and counseling services were offered for the first time at the A.S.H.S. Grady Evening Center and the Castle Hill Evening Center. In addition to an increase in the number of program sites, the language of instruction was increased at existing sites. Instruction in Chinese was added in two evening centers, J.H.S. 10 in Queens (Chinese, English, Greek, and Spanish), and Julia Richman in Manhattan (Chinese, English, and Spanish). Table 1 identifies all A.S.H.S. sites where the bilingual program was offered in 1981-1982.

TABLE 1

Bilingual Program in Auxiliary Services for High Schools 1981-1982

	Center	Location	Hours	Language(s) Served
1.	Roberto Clemente	431 Jackson Ave. Bronx, New York	9:00 - 3:00	Spanish
2.	Park Ave. Learning Center	2005 Madison Ave. New York, New York	9:00 - 3:00	French/Spanish
3.	Jamaica Learning Center	162-02 Hillside Ave. Jamaica, New York	9:00 - 3:00	Spanish
4.	Forsyth Street School	198 Forsyth Street New York, New York	9:00 - 3:00	Spanish/Chinese
5.	Lincoln Square	216 West 63rd Street New York, New York	9:00 - 3:00	Spanish
6.	I.S. 136	750 Jennings Street Bronx, New York	9:00 - 3:00	Spanish
7.	Linden Center	2045 Linden Blvd. Brooklyn, New York	9:00 - 3:00	Spanish
8.	Brandeis H.S.	145 West 84th Street New York, New York	5:30 - 8:30	Spanish
9.	Julia Richman H.S.	316 East 67th Street New York, New York	5:30 - 8:30	Chinese/Spanish
10.	Taft H.S.	240 East 172nd Street Bronx, New York	6:00 - 9:00	Spanish
11.	Maxwell Vocational H.S.	145 Pennsylvania Ave. Brooklyn, New York	5:00 - 8:00	Spanish
12.	Jamaica Learning Center	162-02 Hillside Ave. Jamaica, New York	5:30 - 8:30	Spanish
13.	J.H.S. 10	31st Avenue Astoria, Queens, N.Y.	5:30 - 8:30	Chinese/Greek/ Spanish
14.	St. George School	25 Hyatt Street Staten Island, N.Y.	5:30 - 8:30	Spanish/Italian
15.	Grady Learning Center	24 Brighton Rd. Brooklyn, N.Y.	5:30 - 8:30	Spanish
16.	Castle Hill Learning Center	Castle Hill Ave. Bronx, New York	5:30 - 8:30	Spanish

Perhaps the most unexpected program changes were those which resulted from an arsonist's fire in March 1982, which destroyed the bilingual program's central offices at the Roberto Clemente Center on Jackson Avenue in the Bronx. Assisted by the entire A.S.H.S. staff, the bilingual program's central offices and resource center were temporarily housed at the A.S.H.S. Park Avenue Center. The entire Roberto Clemente Center, including the bilingual program, will begin fall 1982 activities at a new site in the South Bronx, shared with an elementary school (Appendix B).

II. PROGRAM DESCRIPTION

The bilingual program is administered on site in 16 of 20 A.S.H.S. centers by the center administrator responsible for all center-wide activities. Title VII administrative staff, located at the Roberto Clemente Center, work in cooperation with these center administrators to coordinate and support bilingual instructional and counseling services at each site. Instructional and counseling services are provided by bilingual teachers, curriculum developers, teacher trainers, curriculum specialists, educational/vocational advisors (E.V.A.'s), guidance counselors, and paraprofessionals. Administrative responsibilities in the bilingual program were assumed by a new coordinator and assistant coordinator in fall 1981. After a transition period in late spring 1981, the assistant coordinator was selected to replace the prior bilingual program coordinator who moved to the Office of Bilingual Education at the central board. The new assistant coordinator, also selected from the existing staff, served as a member of the instructional staff prior to this appointment.

Administrative tasks include program planning and proposal development, curriculum and staff development, selection and supervision of staff, resource allocation, and record keeping. In addition, the bilingual program's central staff interface with bilingual instructional and counseling staff on site, as well as with administrative personnel at the Board of Education, the Division of High Schools, the Office of Bilingual Education, and the Office of Educational Evaluation.

Bilingual program administrative staff monitor site operations on a formal (two times a year) and informal (three to four times a year)

basis. During formal site visits, the instructional and counseling components are observed and staff conferences scheduled to provide feedback. On an informal basis, centers and classes are visited to facilitate program implementation, provide resources and materials, and collect ongoing program data including attendance and enrollment information. In addition, extensive student information is maintained which provides a profile of program participants, describing place of birth, age, length of time in the United States, level of instruction in A.S.H.S., level of proficiency in English, dropout and employment status, promotion to mainstream A.S.H.S. programs, and follow-up on students who leave the program. A checklist, used by counselors and teachers to document program activities, enables central staff to monitor program implementation and serves as an informal needs assessment instrument (Appendix C).

As a result of well-established channels of communication developed over the past ten years, the bilingual program functions with some degree of autonomy while it remains a component of the greater A.S.H.S. program. Figure 2 depicts the relationship of the bilingual program within A.S.H.S.

In 1981-1982, a total of 38 full-time and 99 part-time bilingual program staff were supported through a combination of funding sources, including E.S.E.A. Title VII, the New York State High School Consortium, tax-levy and tax-levy supplement, and Title XIII as described in Table 2.

FIGURE 2

Administrative Organization of the Bilingual Program in A.S.H.S.

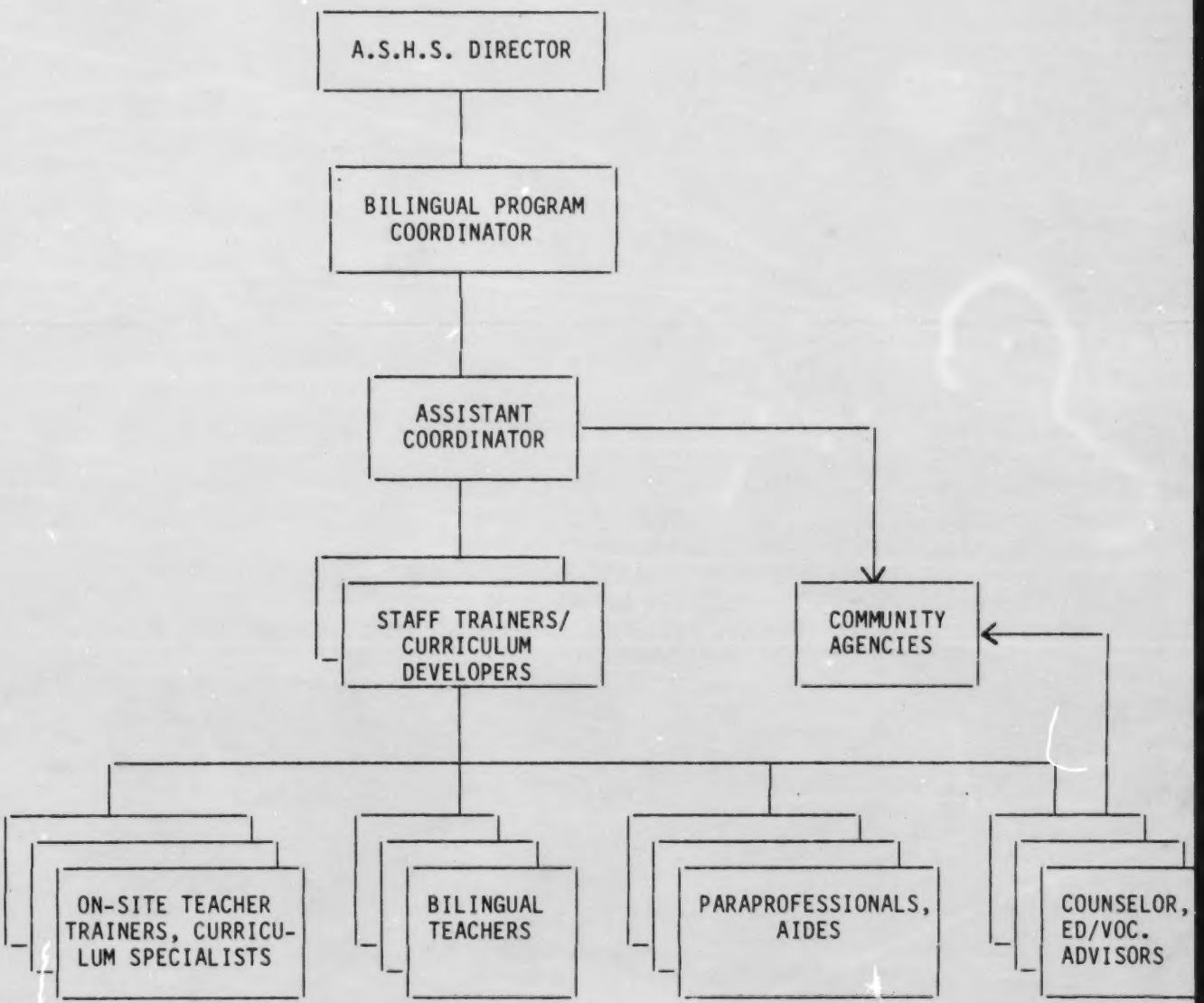


TABLE 2

Bilingual Program Personnel by Funding Source - 1981 - 1982

Position	FUNDING SOURCES									
	Title VII		Tax Levy		Tax Levy-Supplement		Title XIII	H.S.E. Consortium	Totals:	
	P/T	F/T	P/T	F/T	P/T	F/T	P/T	P/T	P/T	F/T
Coordinator	1			1					1	1
Ass't. Coordinator	1			1					1	1
Bilingual Teachers			2	9			15	8	25	9
E.S.L. Teachers			18	4			3		21	4
Advisors	5	1	1	2			6		12	3
Guidance Counselors	1		1						2	
Content Specialists	5	3							5	3
Curriculum Developers	6								6	
Teacher Trainers	2								2	
Paraprofessionals	8	2	1	12	12	3		3	24	17
TOTALS:	29	6	23	29	12	11	24	11	99	38

Staffing patterns vary on a site-by-site basis and reflect the particular student population and its needs, as well as the level of local tax-levy support. Over the five years of this funding cycle, the bilingual program in A.S.H.S. has received continued support and financial commitment from local tax-levy funds as well as other sources. The total number of staff positions (full-time and part-time) has increased since 1979 from 98 to 137. In 1981-1982, tax-levy funds supported a total of 67 full-time and part-time postions, as compared to 41 full-time and part-time positions in 1979-1980. This demonstration of local commitment to the bilingual program in A.S.H.S. is echoed in the words of a center administrator who "...intends to have a bilingual program whether there is Title VII funding or not." Funding sources, staffing growth, and increased tax levy commitment are depicted in Table 3.

TABLE 3

Staffing Growth and Local District Commitment

	Title VII		Tax-Levy		Tax-Levy Supplement		High School Consortium	Title XII	Totals	
	F/T	P/T	F/T	P/T	F/T	P/T	P/T	P/T	F/T	P/T
1979-80	8	33	18	23	-		16	-	26	72
1980-81	7	33	23	30	-		16	20	30	99
1981-82	6	29	29	23	2	12	11	24	38	99

Participation of students in bilingual programs in New York City is governed by provisions of the Consent Decree. Under its mandate, eligibility for bilingual programs is determined by yearly administration of the Language Assessment Battery (LAB). Therefore, the bilingual program in A.S.H.S. follows these guidelines in identifying LEP students who cannot function effectively in subject-area classes where English is the primary or exclusive medium of instruction.

To determine the extent of need for instruction in the native language and for instruction in English-language skills, specific tests are administered during the admissions process which provide predictive and placement information. These formal testing data, supported by student background information, form the basis of student placement in one of four instructional areas: Native Language Arts; General Education (basic); Pre-H.S.E. (intermediate); and H.S.E. Preparation (advanced). The testing process follows:

Instructional Area	Instrument
1. Achievement in Reading (English)	Stanford Achievement Test Metropolitan Achievement Test
2. Achievement in Reading (Dominant Language)	
Spanish	Interamerican Series Prueba de Lectura (Level III Parts I & II)
French	Laboratoire de Lecture (French S.R.A. Reading Kit)
Chinese Greek Italian	Teacher-developed Tests

3. Achievement in Mathematics	New York City Arithmetic Computation Test - Mixed Fundamentals, Grades 7-12 (translated into target languages)
4. Achievement in English-language skills	Teacher-developed tests Standard English tests Interviews

In addition, a Student Profile is developed which reflects the counseling records (interviews, test scores, LAB score), the student's cumulative record card, and teacher records of student performance. Appendix D presents Student Profile information.

To enter the bilingual program in A.S.H.S., a student must score below the twenty-first percentile on the English LAB test and/or score below grade level on English reading exams and/or demonstrate an inability to function effectively in the English mainstream, based upon student profile information. On a regular basis, profile and test data are reviewed to identify students ready for transfer to instruction in English and/or take the H.S.E. examination in English or Spanish. Students exit the program when they are able to:

--score above the twentieth percentile on the English LAB test and/or

--read on grade level or above in English and/or

--demonstrate the ability to function effectively in the English mainstream, as recommended by staff assessment of profile data, and/or

--earn the H.S.E. diploma.

Therefore, students exit the program as a result of "mainstreaming" into English and subject-area (H.S.E.) classes appropriate to the individual's level of English proficiency and academic background and/or

"graduating" by earning a H.S.E. diploma. Students who remain enrolled in the bilingual program beyond two years are reassessed to determined the scope and need of continued assistance.

In 1981-1982, the bilingual program in A.S.H.S. served Chinese, French/Creole, Greek, Italian, and Spanish speakers for a total of 1,335 students, which is more than the program originally proposed to serve. Although 54 percent of students are of high school age, nearly 46 percent of the students are adults aged 22 or over. Approximately 86.7 percent of program participants had never attended a New York City high school. As a group, the students in the bilingual A.S.H.S. program tend to combine work and school responsibilities. Nearly 39 percent of the students work full-time and attend day or evening classes.

In the main, the student population appears to be composed of recent immigrants who would be unlikely to complete high school by the age of 22, due to language barriers and age at enrollment. This growing underserved population, never enrolled in New York City high schools, will be reached by a new Title VII grant to begin in Fall 1982. However, in the past few years, program staff report a growing increase in the number of actual dropouts who apply to the bilingual A.S.H.S. program, due in part to a citywide policy of immediate discharge without disciplinary suspension. Appendix E presents select characteristics of student participants served by the bilingual program in A.S.H.S. in 1981-1982.

PROGRAM-WIDE INSTRUCTIONAL APPROACH

The instructional approach of each language component differs, based upon student needs and motivation and program resources, yet adheres to the general conceptual framework of the bilingual A.S.H.S. program. The Spanish-language component benefits from the advantage of multi-site locations, greater staffing, and proportionately greater amounts of resources. Each of the other language groups, with the exception of expanded services in Chinese in 1981-1982, are served in one site where the teaching staff usually assumes responsibility for teaching, counseling, and curriculum development. In addition, non-Spanish language group staff members attempt to articulate with E.S.L. staff on a more formalized basis since students must develop adequate English competencies in preparation for the English version of the H.S.E. examination.

However, the instructional process appears to be a key to program continuity across all bilingual A.S.H.S. sites. Regardless of language group, an individual folder is developed, containing an instructional work plan based upon placement scores and intake information from the initial interview. Individualized student check-off sheets, preprogrammed by instructional level and keyed to the curriculum, enable students and staff to monitor academic progress. The check-off sheets establish all skills, concepts, and topics (mathematics, science, social studies, native language skills, English-language skills) required before progression to the next level, thereby fostering an individualized approach. Cumulative student record cards document student growth and students maintain personal logs of completed check sheet tasks. Appendix F presents the items which comprise a typical student folder.

The program curriculum, contributed and revised by numerous staff members over the program's history, is based upon materials which are similar in content to the H.S.E. examination. Staff from each language group have developed instructional materials and criterion-referenced tests to assess ongoing student progress. These regular exams indicate when follow-up reinforcement is necessary or when a student has mastered the concepts. Promotion exams are developed by the project staff in each language area to ascertain academic readiness for the H.S.E. examination, based upon concept mastery in the native language and/or English-language proficiency. Sample examinations are presented in Appendix G.

However, some project staff members report dissatisfaction with the existing Spanish predictive tests, including the Interamerican Series Prueba de Lectura, to indicate H.S.E. examination readiness. When used to re-test at the pre-H.S.E. level, the Prueba does not reveal substantial information. An alternative examination, the Prueba Predictive Examination, has been investigated by the staff at the Taft High School site with promising results. Available from the American Council on Education and used to assess student readiness for the H.S.E., it has been accurate within five points of the official examination score.

The instructional approach within the bilingual program in A.S.H.S. enables students to receive E.S.L., and/or English mainstream classes and subject-area instruction (language, social studies, science, literature, and mathematics) in their native language. This non-graded instructional design, serving the five target language groups, permits homogeneous instructional grouping in the native language and English.

Hispanic students generally prepare for the Spanish version of the H.S.E. examination while simultaneously enrolled in intensive English as a second language classes. Students from the other four language groups also receive content-area instruction in their native language, and E.S.L. preparation. However, these students are programmed into mainstream monolingual classes in preparation for the English version of the H.S.E.

Instruction is generally individualized or in small groups, since linguistic competencies and academic background vary at the basic and intermediate levels. At the advanced level, more large group lectures are incorporated in the instructional approach. Therefore, the teacher-student ratio changes according to the instructional level. At the basic level the ratio is generally 1:15, at the intermediate level 1:25, and the advanced level 1:30. However, this changes on a site-by-site basis, reflecting local resources.

A system of on-going, open enrollment enables students to register on a continuous basis. Based upon pre-test scores, students are referred to one of four appropriate instructional levels, which include:

1. Native Language Arts: Serves the functionally illiterate student who reads and writes below a fourth-grade level in English and the native language.

2. General Education: Serves the student with an educational background and skills development in reading, writing, and mathematics that fall between the fourth- to seventh-grade equivalents.

3. Pre-High School Equivalency: Serves the student with an educational background and skills development in reading that fall between the seventh- to ninth-grade equivalents.

4. High School Equivalency Preparation: Serves the student with an educational background that includes substantial high school level course work and reading skills that fall between the ninth- to twelfth-grade equivalents.

Appendix H presents the educational progression from Native Language Arts through High School Equivalency Preparation.

English as a second language instruction is offered at three levels, basic, intermediate, and advanced, and students are placed in the E.S.L. or mainstream English classes based upon standardized test scores, teacher assessment, and counselor interview. The English-language component is a requirement for all students, regardless of their native language. Since students who take the H.S.E. examination in English must acquire content-area and English-language skills simultaneously, the pattern of language use varies according to each language group.

The following table depicts the distribution of all students enrolled in day and evening native-language instruction and E.S.L. during 1981-1982.

Hispanic students receive almost all content-area instruction in Spanish, while students of other language backgrounds have instructional programs which place greater emphasis on English-language skills.

Language use also changes as students move from one instructional level to another within the bilingual A.S.H.S. program, and as they are promoted to the monolingual program in preparation for the H.S.E examination. Table 5 suggests these changes in proportion to language use. The amount of instruction (bilingual and E.S.L.) also varies, depending on day or evening program. Generally, day classes are programmed five times a week with daily instruction in bilingual content areas and E.S.L. Evening classes, however, are programmed for only three nights a week, thus reducing the total period of instruction.

TABLE 4

Instructional Placement by Language and Level of Instruction

Instructional Component	LEVEL OF H.S.E. PREPARATION				E.S.L. LEVEL		
	Native Language Arts	General Education	Pre H.S.E.(Intermediate	H.S.E. (Advanced)	E.S.L. Basic	E.S.L. Intermediate	E.S.L. Advanced
Chinese (N=206)	1.5%	12.6%	85.4%	0.5%	2.4%	93.2%	9%
French/Creole(N=45)	15.6%	20.0%	33.3%	31.1%	66.7%	33.3%	0%
Greek (N=54)	0.0%	90.7%	5.6%	3.7%	98.1%	1.9%	0%
Italian (N=63)	34.9%	44.4%	14.3%	6.3%	54.0%	41.3%	4.8%
Spanish (N=960)	12.1%	22.2%	32.3%	33.4%	55.0%	27.9%	17.1%

Note: Data were unavailable for 7 students.

In addition to bilingual and E.S.L. instruction, the instructional component emphasizes a bicultural approach. Students at all levels (N.L.A. to H.S.E.) have reading, writing activities, and discussions which cover specified topics in content-area studies appropriate to students' educational development and the framework within which skills are developed. For example, N.L.A. students use oral biographies of role models from the culture, and practice grammatical, syntactical, and idiomatic patterns of the standard dialect. Social studies activities for all class levels, developed by curriculum planners, content-area specialists, and teacher trainers, include broadly based concepts in the program, written from a social science perspective which emphasizes historical and socio-anthropological perspectives.

At each class level, a bicultural class project is required appropriate to that level. Planned independently by each teacher according to suggestions from bilingual teachers and staff, these include notebooks on newsclippings, folders of notes on bicultural readings, etc. On a regular basis, staff members also plan class trips to local museums, theatres, and community organizations which offer students experiences in their own cultures. Finally, the E.S.L. classes follow-up on all bicultural curricular topics included in the curriculum guide and covered at all class levels.

HAITIAN COMPONENT

The French/Haitian component of the bilingual program in A.S.H.S. has existed since 1974 and is staffed by a teacher, who also serves

TABLE 5

Proportion of Instruction Using Two Languages as Media of Instruction

If the student's level of English proficiency is:	Then the balance of the Native-Language and		English for instruction is recommended to be:		
English in A.S.H.S. (levels) E.S.L. 1	Teach/Review Explain	100%	Reinforce M.E.L.E.	0%	
E.S.L. 1		90%		10%	
E.S.L. 2		80%		20%	Grammar
E.S.L. 3		70%		30%	Reading
E.S.L. 4		60%		40%	Social Studies
M-1	Reinforce/ Explain	50%	Teach/Review E.L.E.	50%	Science
M-2		30%		70%	Literature
M-3		10%		90%	Mathematics
M-4		0-9%		91%-100%	TRANSFER

M= A.S.H.S. Mainstream stages (basic reading, Pre-H.S.E., H.S.E. preparation)

M.E.L.E.= Minimum English Language Experiences.

E.L.E.= English Language Experiences.

as an E.V.A., and a paraprofessional. Since this is the only French-language program in A.S.H.S., students are drawn from throughout the city. Previously located on the upper west side of Manhattan (93rd Street Center), the Haitian program, along with the Spanish component and the monolingual A.S.H.S. program moved to a new Manhattan site, the Park Avenue Center at 125th Street. Original plans to relocate the Haitian component in Brooklyn were changed due to lack of space at the Brooklyn site.

The Haitian component served approximately 45 students in 1981-1982. The heterogeneous student population, generally between the ages of 18 and 21, tends to immigrate directly from Haiti. Students usually enter the A.S.H.S. program without prior education in a New York City school. Socio-economic backgrounds are diverse and only two of the students are employed. The student population tends to be predominantly male, and female students in the Haitian program represent a small percent of the total student population. The move from the West 93rd Street site makes it less possible for "walk-in" registration. Contact is maintained however, with a neighborhood community center which sponsors E.S.L. and adult learning programs and serves as a resource to the Haitian A.S.H.S. program and students. For example, students who fail to demonstrate seventh-grade academic levels are referred to Basic Literary Training at the Haitian Neighborhood Services program and student referrals are made to other agencies based upon individual needs. The Haitian component, similar to the other bilingual programs in A.S.H.S., maintains an extensive waiting list of potential program participants.

After eight years, the student population appears to be shifting. Students are reported to be entering the program at an older age, possibly because there are no age limits in Haitian schools. Therefore, most students tend to be 18 years or older when they arrive. In the past, students came from Port au Prince; this trend is changing as students enter the A.S.H.S. program from different school systems within Haiti. This change is reflected by inconsistent levels of prior education which students bring to the A.S.H.S. program. Since the program teaches according to students' presented needs, some instructional changes are anticipated. In general, the student population tends to favor day classes, citing fear of evening travel as a significant reason not to participate in evening classes.

In the past, the program was geared to serve intermediate and advanced students who required skills development in English to prepare for the H.S.E. examination. However, the students enrolled in 1981-1982 reflected a significant shift in level of academic preparation and for the first time in eight years, the Haitian program served primarily basic students. The instructional program is individualized with limited group instruction, similar to the other bilingual A.S.H.S. sites. Generally, a student entering the program with at least a tenth-grade education in Haiti can expect to complete preparation for the H.S.E. examination within twelve months. Instruction is conducted in two languages; content is taught in English, and explanation and clarification is provided in French. Students' progress and achievement is recorded and monitored using individual student folders and program-wide student check-off sheets. The program stresses mastery learning

and requires that pre- and post-tests are successfully completed before preceding to more difficult concepts.

All levels of instruction focus on developing reading skills using teacher-made materials in a field test setting. In this way, instructional materials are continually evaluated to determine what is successful in this goal- and task-oriented approach to preparation for the H.S.E. examination. In 1981-1982, this process identified the need to revise the basic curriculum for the changing student population. Existing curriculum and instructional materials are inadequate to accommodate this influx of students requiring basic instruction. Staff members plan to develop appropriate materials during the summer or as part of the on-going curriculum development efforts.

Changes in the national language policy of Haiti have resulted in changes in the language of instruction in Haitian schools, which are now introducing reading in Creole. This change, and its implications for bilingual instruction in A.S.H.S., is under investigation by the New York City Public Schools' Office of Bilingual Education. While the effects may be more pronounced at the elementary levels, program staff suggest that secondary instructional materials may be necessary in Creole to meet emerging needs.

Although French is the language of instruction in the Haitian component, an increasing need is reported by staff to increase E.S.L. instruction to realistically enable students to achieve their educational goals. Program staff report that an intensified E.S.L. program is warranted which prepares students at the H.S.E. examination level,

and the level required for college and/or the world of work. While bilingual instruction remains the key to enabling program participants to master the academic content areas, the E.S.L. curriculum at present does not adequately incorporate the content areas. Program staff have identified several other instructional areas which warrant development, particularly sex education and nutrition and health education. These areas, presently not included in the existing curriculum, have been observed as areas of need by the Haitian program staff.

CHINESE COMPONENT

In response to an increasing Chinese and Oriental population in New York City, the Chinese component of the bilingual A.S.H.S. program expanded from one to three sites in 1981-1982. In addition to the existing program at Forsyth High School near New York City's Chinatown district in lower Manhattan, classes were added at J.H.S. 10 in Astoria, Queens (a multi-ethnic community), and at Julia Richman High School in mid-Manhattan, convenient to all parts of the city. The majority of students entering the program at all sites continue to come from mainland China, with the remaining students generally from Hong Kong, Vietnam, and Taiwan. Project staff report that students at the lower Manhattan site, nearly all between the ages of 17 and 21, are unable to cope with the traditional monolingual high school setting. However, in the bilingual A.S.H.S. setting, these students, many of whom have no prior preparation in English, progress rapidly and are generally able to complete H.S.E. preparation within two and a half to three years. In contrast, students enrolled at the two new sites tend to

be older, with few students under the age of 21. Students at the Forsyth site are highly motivated to prepare for the H.S.E. examination and many aspire to continue to college. For students at J.H.S. 10 and Julia Richman, improvement of English-language skills for job advancement appears to be as strong a motivating factor as is H.S.E. preparation. While this older population tends to be fully employed, students at the Forsyth Street School are reported to work part- or full-time, usually in local Chinese establishments, including restaurants, stores, and factories.

The instructional focus of the Chinese component, like all the non-Spanish language components, is to prepare students for the English version of the H.S.E. examination. The staff, fluent in Cantonese and Mandarin, use Cantonese most frequently for instruction at Forsyth and Julia Richman. At J.H.S. 10, Mandarin is the dialect of instruction, reflecting the neighborhood population which is primarily from mainland China and Taiwan. The academic content areas, taught with an emphasis on oral Chinese, are supplemented by explanation and clarification in English, affording students an opportunity to improve speaking and reading skills.

According to program staff, students tend to be literate in their own language; however backgrounds and skills are uneven and inconsistent. Instruction is offered at three levels: pre, intermediate, and advanced H.S.E. preparation. Unlike the other language groups, instruction tends to be conducted on a group rather than individualized basis. According to program staff, this reflects the cultural learning

preference and style of Chinese students, who feel that "if I do it myself, why do I need a teacher?" Group instruction is generally not problematic since the intermediate and advanced levels utilize similar materials which are differentiated during the instructional process. These instructional levels, similar to those throughout the A.S.H.S. bilingual program, are supplemented by teacher-prepared cassette tapes which correspond to classroom texts and materials. The English-language tapes focus on vocabulary and are used with phonetic word lists developed from the International Phonetic Alphabet (I.P.A.).

Over the last seven years, curricula have been developed by project staff, including translated versions of existing curriculum materials in math, science, social studies, and literature selections used in preparation for the H.S.E. examination. Other high school level materials are available from Hong Kong and these, combined with staff-developed materials, are reported to be adequate and well utilized by program participants.

Program staff within the Chinese component identify the need to strengthen English-language skills instruction, primarily because of the significant orthographic, phonetic and structural differences between Chinese and English. Instruction utilizes listening and repetition drills, group and individual recitation and reading, and pronunciation and grammar drills. Staff have devised a translation method, using the I.P.A. in which sounds and symbols correspond consistently, assisting in students' pronunciation and reading. English classes are available to students who have passed the H.S.E. examination, in preparation for college entrance.

The Chinese component continues to be understaffed across all three sites. The Forsyth site is staffed with an E.V.A. and two teachers employed on a paraprofessional basis due to lack of certification. In 1981, the site lost its assigned teacher due to a personal request for transfer. Therefore, all program staff serve in an instructional capacity. The E.V.A. has been with the program for seven years, and is primarily responsible for its development and growth. In 1981-1982, in addition to his day assignment at Forsyth, he was responsible for the new two new evenings sites, assisted by a paraprofessional. Because of these staffing constraints, only two instructional levels are offered in Queens. At Julia Richman, three instructional levels are offered, using similar materials and group explanation. Pending funding, this site is prepared to open another class, based upon an extensive waiting list. In the evening programs, the teacher-student ratio is approximately 1:12. However, in the day program, the teacher-student ratio at 1:20 is considerably higher. Staff report that there is insufficient preparation and administrative time due to staffing constraints.

GREEK COMPONENT

The A.S.H.S. program site which offers Greek instruction is located at J.H.S. 10 in Astoria, Queens, one of the largest Greek-speaking neighborhoods in New York City. In 1981-1982, the program served 54 students who ranged between the ages of 17 and 48, the majority of whom were employed full-time (81.5 percent). The highly motivated Greek student population is generally older than that of other language groups, with nearly 77.8 percent of students between the ages of 22

and 64, many of whom have a high school diploma from Greece. Many of these students continue in the bilingual A.S.H.S. program to improve English-language skills and content-area knowledge. When appropriate, students are referred to local colleges and universities, including Hunter College, La Guardia Community College, and Queens College. The program served no high school drop-outs and reported only 12 students who are between the ages of 17 and 21. These students remain in the bilingual A.S.H.S. program up to two years, depending on age at entry and prior education.

Project staff report that student enrollment patterns have fluctuated during the past two years, partially attributed to schedule conflicts. During 1981-1982, a teacher was assigned as a full-time counselor to improve support services. In addition, central bilingual A.S.H.S. staff provided assistance with an informal needs assessment, and increased outreach and recruitment efforts. As a result, student needs were clarified. The program strengths which distinguish the Greek bilingual A.S.H.S. program from other local community agencies were identified, including the program's ability to provide counseling, vocational and career education, and instructional services, as well as its flexibility in curriculum and scheduling. As a result of this assessment and evaluation process, student enrollment increased and enrollment patterns stabilized. In 1981-1982 the program served 54 students, representing an increase from 1980-1981.

Unlike the other non-Spanish language components, the Greek program does not prepare students specifically for the English version

of the H.S.E. examination. Instead, students focus on increasing English language skills through content areas taught in Greek, which enables them to mainstream into monolingual A.S.H.S. H.S.E. preparation classes. Using a pre- and post-test mastery learning process, students develop vocabulary and English-reading skills with a bicultural emphasis.

Group instruction, which permits a teacher-student ratio of approximatey 1:20, is reported to be complicated by ongoing continuous enrollment. Therefore incoming students are assigned to the E.V.A. for a period of several days to a week, in which time testing, assessment, and integration into the ongoing program are accomplished. Program staff report that articulation between the Greek and E.S.L. components could be improved by increasing the number of program days from two to three days per week. This would enable direct formal coordination between E.S.L. and bilingual staff. However, bilingual staff emphasize the connection between both components by making students aware that they are part of a "total program."

ITALIAN COMPONENT

The Italian bilingual program in St. George School in Staten Island serves approximately 60 students, most of whom comprise a wide age range, from 16 to over 50 years old. The group includes new immigrants and older students who have been in the United States for a number of years who are now returning to school to improve English skills and/or earn a H.S.E. diploma. The Italian program is housed in an administrative building near the College of Staten Island and maintains close ties with the College. (The new Spanish component which operates in

conjunction with the Italian program uses classrooms at the College; in addition, many A.S.H.S. students attend the College after graduating from A.S.H.S.)

The program is staffed by two bilingual teachers, a paraprofessional, several E.S.L. teachers, and an E.V.A. who is responsible for the Italian component at this site. He has been with the program for a number of years, and is an active member of the Staten Island community. The teaching staff focuses the educational program on social and cultural aspects of acculturation to American life. Through classroom discussion in Italian and English, students are introduced to basic concepts of the American political and legal systems, social institutions, and cultural practices. Using the Italian language, concepts are discussed which are associated with Italian life. These same concepts, discussed in relation to American life, are introduced using English as the medium of instruction, with minimal translation from one language to another.

Since students enter the program with different goals, classroom activities attempt to focus on the range of individual interests. According to center staff, about 60 percent of the students attend in order to get a H.S.E. diploma; the other 40 percent attend for E.S.L. instruction. The E.S.L. classes are an integral part of the program; students from language backgrounds other than Italian attend E.S.L. classes at this center. According to program records, most of the students are at basic instructional and E.S.L. levels.

The program staff members encourage a sense of mutual purpose and belonging among students through program participation. Staff and students view the program as an educational and social environment where students can freely discuss their personal experiences and goals within the larger context of American life. The program enables students to develop friendships and exchange information, thus serving as a viable resource network for Italian students.

SPANISH COMPONENT

Spanish is the largest language group served in the bilingual A.S.H.S. program, representing 72 percent of all students. This student group includes recent immigrants and residents of longer duration from Central and South America and the Caribbean. Refer to Appendix E for information about students' countries of origin across all sites.

About half of the Hispanic students (52 percent) are in the 16 to 22 age group, with 18.2 percent reported as dropouts from traditional high school programs. Students tend to be employed full- or part-time. Like the other bilingual A.S.H.S. sites, day centers tend to attract a greater number of 16 to 22 year-olds than evening centers, which attract an older population.

Unlike the other language components, bilingual instruction is offered through all levels, since a Spanish version of the H.S.E. examination is available. Therefore, Spanish-speaking students generally require less time to prepare for the H.S.E. examination since they do not have to first master English-language skills at a high school level. Nonetheless, program staff members report that E.S.L. is emphasized,

since the H.S.E. diploma is of little value without commensurate skills in English.

The overarching philosophy, as in all the A.S.H.S. bilingual sites, is to teach analytical skills which have practical value beyond the scope of the H.S.E. examination itself. Through a screening process, students with inadequate prior education are referred to remedial programs to develop entry-level skills. Students are encouraged to develop to their fullest potential by setting goals which are realistic, and which focus on immediate and long range achievements and ultimately are designed to instill a desire to pursue knowledge.

A distinct and unifying feature of the Spanish component is its curriculum. Due to its size and staffing over the years, program staff members have developed structured reading materials and workbooks in the content areas (science, social studies, mathematics, and language arts). Based upon Prueba scores, students are assigned by level and work independently using the check-off sheet at that level. After completion of preparatory "phases," students prepare for the H.S.E. examination using commercial tests and program-developed materials. Student readiness for the H.S.E. examination is determined based upon simulated test scores, generally in the range of 250. At the H.S.E. prep level, large groups are offered rather than individualized instruction, varying on a site-by-site basis. Due to simultaneous multi-level instructional needs, a structured routine is established to accommodate all students. Mathematics instruction may require further individualization, but generally, the small class size and favorable teacher-student ratio

enables a substantial degree of individualized instruction. Students at the N.L.A. level are reported to lack basic skills, possibly due to lack of instruction or lack of attention to language development in their prior educational experiences. To remedy this, program-prepared tapes are used for reinforcement of academic skills.

A substantial waiting list deters non-attendance. Staff members keep in contact with students who temporarily leave the program and provide the necessary support to prevent non-attendance from becoming problematic. It is reported that the E.V.A.s strengthen the program and are critical to its success, especially because they provide follow-up in areas where teachers cannot, and serve as an additional link between the student and the program. Retention of students over the summer months is problematic in some sites, and staff employ a variety of outreach methods to establish and maintain contact with students, including phone calls and follow-up postcards. Due to budgetary constraints, as in the other bilingual sites, it has been impossible to establish a summer program.

ENGLISH AS A SECOND LANGUAGE

Within the bilingual A.S.H.S. program, the E.S.L. component is administered by the monolingual A.S.H.S. center administrator at each site. However, monolingual and bilingual administrators cooperate in program scheduling, materials development and acquisitions, and articulation between components. An E.S.L. syllabus and curriculum guide, developed by the bilingual staff, is implemented at the discretion of center administrators, on a site-by-site basis. The bilingual project administration, recognizing the need to include a discrete E.S.L. com-

ponent within the framework of the program, proposed to create a new position of E.S.L. Resource Teacher for 1982-1983. This person would be responsible for reviewing E.S.L. materials currently in use in the program to evaluate their effectiveness conducting program-wide conferences for all E.S.L. staff and establishing uniform E.S.L. syllabus and curriculum guides, by level.

Program staff members report that the system of interface and articulation between the E.S.L. and bilingual content areas warrants improvement. Cited areas of concern include standardization of instruction across sites, scheduling, curriculum design, and instructional materials. As in the other A.S.H.S. instructional programs, student enrollment in the E.S.L. component is on an ongoing basis. Staff report that integration of students into group instruction is problematic and that initial instruction could be further individualized with increased use of audio equipment, such as tape records, or Language Masters. Based upon student and staff availability, sessions are scheduled to reinforce E.S.L. concepts and bring new students up to level with the entire group.

Scheduling appears to be problematic in day and evening centers, with increased conflicts created by the shortened instructional period in the evening program. Depending on center resources and staffing constraints, students may be referred to local community agencies for supplementary E.S.L. instruction. Staff cite this as a means by which students broaden their experience in a non-threatening, supportive way, gaining self confidence and independence. Instructional time allotted for E.S.L. varies on a site-by-site basis, and students are assigned to

a variety of instructional modes. In some cases, students are referred to the monolingual basic reading program where language and writing instruction may be less appropriate for second-language acquisition.

Staff report a recurring need for sequential linkages between the E.S.L. and H.S.E. components, especially to increase reinforcement of content-area concepts. Existing E.S.L. curriculum and instructional materials lack adequate relevance to the H.S.E. curriculum. In general, the E.S.L. curriculum focuses on everyday life situations and conversation skills. Further, E.S.L. instructional materials are reported to lack appropriate interest and content levels that are consistent with students' abilities. Staff report that specialized E.S.L. courses may be warranted for students who intend to pursue college or job training.

English as a second language is supplemented by English Language Experiences (E.L.E.) or Minimum English Language Experiences (M.E.L.E.), based upon the student's English-language proficiency. Concepts taught and mastered in the native language are reinforced in the bilingual classroom using English. The content of M.E.L.E.'s and E.L.E.'s correspond to the native-language subject matter and also correspond to a basic, intermediate, or advanced level of English proficiency. Therefore, a basic English student learns fundamental vocabulary while an advanced English student reads a passage for comprehension and speed.

CURRICULUM DEVELOPMENT

Curriculum development within the bilingual A.S.H.S. program has two purposes:

1. to generate new instructional materials for students and teachers, and;

2. to involve as many staff as possible in the development effort, in the belief that curriculum development activities benefit writers and users.

Since curriculum development serves as a form of teacher training, efforts are made to involve as many staff as possible by establishing curriculum committees to determine curriculum needs. New materials are field tested by all staff before adopted for program use. In addition to curriculum developers, program staff members are paid on an hourly basis, based upon their expertise and knowledge of student and program needs.

The curriculum teams set forth broad objectives guided by the parameters of the H.S.E. examination. In the past, the majority of development efforts have focused on Spanish-language materials. This trend is shifting as new materials are developed in the other target languages. Since members of all language groups are represented on curriculum subcommittees, instructional expertise is shared across language groups. Over the past ten years, varied and numerous curriculum materials have been developed. This process resulted in the development of check-off sheets, folletos (containing content-area material and classroom reading activities), and cuadernos (classwork exercise workbooks of coordinated activities), in addition to academic materials for all four instructional levels. Each cuaderno contains an activity list which guides teacher and student through a sequence of an information lesson, questions, a reading lesson, additional teacher-made material, and English Language Experiences. The E.L.E.'s included within the lessons themselves, provide additional English language follow-up by the teacher in all lessons.

Future efforts will focus on identifying curriculum themes and incorporating existing materials into instructional theme packages. Staff report several specific curriculum concerns and needs. It is necessary to increase controlled reading selections, while limiting additional content areas, as well as produce an E.S.L. check-off sheet which is consonant with content-area check-off sheets and lessons.

Curriculum development efforts in E.S.L. have focused on the preparation of E.L.E. and M.E.L.E. materials which include sample lessons and materials. However, staff involved in the curriculum development process have observed that integration of English continues to be an area of concern and is identified as a priority for the following year. E.L.E. and M.E.L.E. materials will be developed which emphasize the content-area approach to English-language learning. As a result of continuing and projected curriculum activities, the following products were developed and/or revised during 1981-1982.

--N.L.A. Classroom Booklet and Teacher Guide Supplement: a set of excerpted lessons following, topic by topic, the "Primera Parte" and "Segunda Parte" check-off sheets.

--General Education Language Arts Workbook: An elaboration of the unit on sentence writing based on the General Education check-off, this workbook provides an introduction for grammar topics that follow; activities stress writing practice and creativity.

--General Education Promotion Test: This test is a helpful tool for maintaining standards and uniformity among the centers which prepare basic level students (A.B.E. I & II). Like the General Education

check-off sheet emphasis on reading and math, it includes questions in social studies, science, and language arts. This evaluative tool for judging general education students comprises two instruments, an official promotion test administered by counselors and E.V.A.'s and a series of criterion referenced "pre-tests" administered by teachers to judge readiness for the official H.S.E. test. The instrument will be field tested during 1982-1983.

--Pre-Grammar Booklet: A compilation of suggested drills for topics on the preparation check-off sheet, each topic is covered by a range of drills from easy to difficult.

--Vocabulary Development Exercises: Writing exercises for developing vocabulary cover the topics numbered "1" on the general education and preparation check-off sheet under lectura (vocabulario a b c d e) to eventually include a lesson for each of the letters on the check-off sheet. Cumulatively there will be in excess of 100 words for drill at each level to improve vocabulary scores on standard reading tests (CAT, Interamerican, MAT).

--Social Studies and Science: Revisions of the General Education science folletos and cuaderno and the H.S.E. preparation social studies folletos and cuaderno, include exercises, supplementing lessons, editing language.

--New General Education Check-off: English-French/Haitian: A new syllabus of topics and materials geared to the increasing enrollment of basic level French/Haitian-speaking students, with a general education check-off sheet.

Project-developed and commercially-available materials are housed at the Bilingual Resource Center, which includes a student library, in addition to staff resource materials. Sample program-developed materials are presented in Appendix I.

STAFF DEVELOPMENT

Staff development objectives are accomplished through internal and external training. Internal training includes supervision and observation (i.e., formal and informal monitoring visits), conferences, workshops, and curriculum development. External training includes university courses, conferences, and workshops. In addition to staff participation in curriculum development, program planning sessions, meetings, and workshops were conducted on a regular basis during the year. Title VII funds provided teacher trainers, as well as stipends for participants, workshop presentations, and curricula development.

Funding from Title VII enabled 13 staff members (teachers and paraprofessionals) to pursue college university courses, as described in Table 6. Eight teachers and five paraprofessionals completed coursework toward degrees at the undergraduate (3), graduate (6), and doctoral levels (3).

On-site teacher training was provided in an individualized format to meet the varied needs of staff members (i.e., experienced versus new teachers, etc.). During site visits, a needs assessment identified immediate and long range staff training goals. Program-wide conferences and workshops, which benefit new and continuing staff, served as an arena for curriculum and material presentations. A schedule of 1981-1982

TABLE 6

University Training: 1981-1982

COLLEGE ATTENDED	TITLES OF COURSE(S)	COLLEGE ATTENDED	TITLES OF COURSE(S)
Bank Street	Working with Adults: The TA Approach	City College	Workshop in Leadership and Supervision of Special Education: Law, Due Process, . . .
York College	Instructional Technology	" "	Workshop in School Services: Program Implementation in the Least Restrictive Env.
Queens College	Practice and Seminar, Family Counseling		Theories and Practical of Bilingual Education
" "	Psychology of Family Dynamics, Seminar in Family Counseling	" "	The Application of Logical-Mathematical Principals to the Bilingual Mathematics Currilum
Teacher's College	Research and Independent Study (requirement for doctoral thesis on adult education)	Baruch College	Introduction to Urban Teaching
" "	Research and independent study in higher and adult education	Fordham University	Advanced statistics in Administration, Policy, and Urban Edu.
" "	Dissertation seminar in higher and adult education	" "	Research Seminar in Secondary Edu.
	Ethnography of the classroom Program Development in Adult and Continuing Education	Iona College	Seminar in Research and Evaluation
" "	Action research in organization behavior and institutional analysis	Long Island Univ. " "	School Law Cultural Pluralism and Education
" "	Cross-cultural studies and learning	St. John's Univ.	Counseling, Theory, and Technique
" "	Law and educational institutions: social policy; student personnel	Lehman College " "	Fundamentals of Oral Communication History of Puerto Rico

conferences is presented in Appendix J. In September, orientation meetings were held for the counselors/advisors, and full staff conferences were held for day and evening staff members. Interim meetings were scheduled in late fall and mid-winter and year-end meetings were held in June at each learning center to sum up the year's activities. Staff members report an interest in more frequently scheduled meetings to facilitate increased communication and exchange. A.S.H.S. bilingual staff members participated in various conferences during the year, including state-wide and national conferences (SABE and NABE) and local conferences organized by colleges and community agencies.

The Third Annual Bilingual A.S.H.S. Conference, scheduled in cooperation with Lincoln Hospital in the Bronx, was cancelled this year due to program conflicts as a result of the fire at the bilingual program's central offices. This conference was rescheduled for the 1982-1983 year.

PARENT/COMMUNITY INVOLVEMENT

The Student/Parent Advisory Council, composed of parents, students, professionals, paraprofessionals, and community members met three times in 1981-1982. Principal responsibilities of the council included input into on-going program activities, operations and services and assistance in planning program-wide special activities. A priority task for 1981-1982 was assistance in the development and approval of the new Title VII grant proposal application. Minutes of Advisory Council Meetings are presented in Appendix K.

The Advisory Council in the bilingual A.S.H.S. program is unique in its student membership. Since the majority of the population is

considered "adult" and many students are parents themselves, the category of "student-parent" affords an opportunity for this group to participate in council activities.

In another effort to reach parents, the bilingual program has given preference to the parents of program students in the newly expanded Bilingual Adult Basic Education component (B.A.B.E.) funded through Title XIII. Many factors, however, affect parental involvement in the bilingual A.S.H.S. program; most notably, the fact that A.S.H.S. students tend to be older and often live independently from their families. Other factors are distance from the centers and the frequency or schedule of parent meetings. Staff members observe that cultural patterns may inhibit parents from becoming involved in their children's education.

SUPPORTIVE SERVICES

A major focus of the non-instructional activities of the A.S.H.S. bilingual program is to prepare students for the world of work after high school, through college and career planning, consumer education, and job training placement. This is accomplished by a diverse range of supportive services provided by program counselors and E.V.A.s.

Generally, counselor/E.V.A.s maintain student records, confer regularly with teachers, and follow up on withdrawals. They may also organize workshops at the various sites, offer or coordinate the provision of college and career counseling, organize student extracurricular activities, and refer students to other programs, community and/or social service agencies. The majority of students depend upon these services from intake through completion of the program. Hispanics students may have con-

tact with one of the guidance personnel formally or informally. Minority language students rely on classroom teachers to perform this role.

Students are scheduled to meet at least five times a year with a counselor or teacher. During individual guidance sessions, students receive educational advising, counseling or implementation of individual career plans, and crisis counseling. As part of group guidance, students receive information on consumer education, college orientation, and career planning. Graduating students meet with counselors individually or in groups in order to make plans for college or employment. These activities may be supplemented by other agencies to which students are referred.

Career awareness, a major component of supportive services, serves new students, students close to graduation, and students who are terminating for other reasons. During 1981-1982, central program staff worked with participating counselors and E.V.A.s to develop staff skills, disseminate information and facilitate the implementation of the program's career awareness activities. Since bilingual career guidance materials are scarce and often inappropriate and the need is great for such information, project staff have focused efforts on the development of career education materials. Materials in Spanish have been assembled by the assistant coordinator, with input from staff members, and distributed to the counselors and E.V.A.s. Program staff representing the four other language groups adapt and translate career education materials. Career workshops were scheduled by the Roberto Clemente Center and on site in centers serving Hispanic students. The workshop topics, originally developed in 1978-1979, include career awareness sessions to offer bi-

lingual students lessons in sensitivity, self-awareness, and economic awareness. Sample topics follow:

--Orientation: includes a definition of career education and its elements: self-awareness, economic awareness, educational awareness, values (personal and job), decision-making skills and employability skills;

--Self-Awareness (parts I and II): encourages students to relate interests and strengths to career goals, and encourages values clarification. Students are encouraged to become aware of interests, personality traits and abilities, and to establish a set of goals, however tentative; students are encouraged to understand and recognize forces beyond themselves (social, economic, cultural, and educational) which infuence career choices.

--Educational Awareness: orients students to the variety of training programs which are available after high school, including on-the-job training, the military, apprenticeship, and certificate programs; assess interests and abilities and the requirements of their occupational interests. The need for competence in English is stressed, as well as the concept of education as the means for achieving career goals.

--Career Awareness: confronts occupational stereotyping and the question of discrimination; careers, occupations and industries in the New York area and their employment outlook are presented.

--Economic Awareness: presents consumer survival skills, including developing a budget and consumer awareness.

--Employability Skills (I and II): presents employability skills through role playing, films, sample applications procedures, mock interviewing, and job search techniques.

--Decision-Making: encourages students to examine the decision-making process; students are offered a process of approaching and making decisions, weighing risks and consequences, advantages and disadvantages of choice; planning and implementing a course of action, and evaluating the outcomes.

Program counselors and E.V.A.s refer students to varied job training programs in the metropolitan area, based upon interests and availability of training programs. The following table depicts job training referrals by language group and training site.

TABLE 7

Employment Referrals

Language Group	N	% Received Job Training	% Placed
Chinese	206	0.0	0.0
French/Creole	45	4.4	6.7
Greek	54	0.0	0.0
Italian	63	1.6	1.6
Spanish	960	3.8	3.8

Note: Data were unavailable for 7 students.

III. FINDINGS

Program outcomes are presented in the following section. Effectiveness of the bilingual program in A.S.H.S. has been assessed using the standardized test data described on page 54 as well as other measures of student response to the program.

PERFORMANCE ON THE HIGH SCHOOL EQUIVALENCY

In 1981-82, according to program records, 345 students passed the H.S.E. examination as described in Table 8. G.E.D. results for the five-year period of this funding cycle are presented in Table 9. With a few exceptions, the 1981-82 results are comparable with those of the previous years.

TABLE 8

G.E.D. Results by Site, 1981-1982

Center	Number Referred for Testing	Number Tested	Number Passing	Percent Passing
Roberto Clemente	68	51	39	76
Castle Hill	17	17	14	82
Park Ave	19	11	9	73
Forsyth	27	20	16	80
Lincoln Square	23	21	14	67
I.S.136	53	38	21	55
Linden Blvd.	--	--	--	--
Jamaica (Day)	36	33	32	97
Taft	47	39	32	82
Brandeis	31	20	17	85
Jamaica (Eve.)	96	72	65	90
Maxwell	21	17	12	70
Julia Richman	43	35	25	71
J.H.S. 10	23	18	17	94
St. George	19	15	14	93
Park Ave. (Fr./Haitian)	--	--	--	--
Forsyth (Chinese)	28	23	19	83
St. George (Italian)	--	--	--	--
TOTAL	551	430	345	80

TABLE 9

G.E.D. Results by Site and Year

Spanish Language Sites	1977 1978	1978 1979	1979 1980	1980 1981	1981 1982
Roberto Clemente	46	24	22	58	39
Jamaica (Day)	63	60	37	101	32
Park Ave	25	28	23	17	8
Forsyth	46	25	40	79	16
Lincoln Square	--	--	--	3	14
I.S.136	--	--	--	9	21
Linden Blvd.	--	--	--	--	--
Taft	84	36	23	22	32
Brandeis	62	39	41	31	17
Jamaica (Eve.)	46	33	45	77	65
Maxwell	--	--	--	--	12
Julia Richman	20	28	23	32	25
J.H.S. 10	--	--	--	15	17
St. George	--	--	--	8	14
Grady L.C.	--	--	--	--	--
Castle Hill	--	--	--	--	14
Non-Spanish Language Site					
Park Ave. (Fr./Haitian)	--	--	6	9	--
Forsyth (Chinese)	--	--	10	4	19
St. George (Italian)	--	--	3	2	--
J.H.S. 10 (Greek)	--	--	--	--	--
TOTAL	452	315	310	500	345

PROMOTIONS WITHIN THE A.S.H.S. PROGRAM

Table 10 presents information on the percentage of students who were promoted to the next level of instruction in the A.S.H.S. program by language group. During 1981-82, 211 students were promoted across all four levels of H.S.E. preparation. Approximately 20 percent of French-Creole, Italian, and Spanish students were promoted during the 1981-82 school year. The percentage of Greek and Chinese students who were promoted is much lower and probably reflects two factors: Greek students utilize the program to learn to speak English rather than to be promoted; learning how to speak English may be more difficult for Chinese students than for other bilingual students due to structural differences between Chinese and English (see the discusssion of these points on pages 27 through 32).

TABLE 10

Percent of Students Promoted Within the A.S.H.S. Program, by Language Group

Language Group	Total Number	Number Promoted	Percent Promoted
Chinese	206	1	0.5
French/Creole	45	9	20.0
Greek	54	1	1.9
Italian	63	13	20.6
Spanish	960	197	20.5
TOTAL	1,329	211	15.9

JOB PLACEMENT

Detailed employment and/or job training placement information, by language group, is presented in Table 7, page 49.

TEST ACHIEVEMENT

The evaluation design for the Bilingual Program in Auxiliary Services involves the assessment of three major subject areas: 1) English language development (particularly reading and comprehension skills); 2) native language development; and 3) basic mathematical skills. Each of these subject areas will be discussed separately. It should be noted that no post-test data were available for students attending the Clemente Center due to the fire.

English Language Development

The Stanford Achievement Tests, Primary Levels I and II (SAT I and II) and the Metropolitan Achievement Test (MAT) were utilized to assess student growth in English reading skills. The site director chooses which particular test of English reading achievement is best suited for the students attending a particular site. All tests are administered twice during the school year, once during the early fall semester and again near the end of the spring semester.

Tables 11 through 13 present the pre- and post-test means by site and language group for students who were tested on the same test form of English reading achievement. A correlated t-test model was applied to the data in order to evaluate the possibility that the observed score difference between testings is significantly greater than one would expect from sampling error. An "effect size" (E.S.) was also computed

which expresses the difference between test scores divided by the pooled within standard deviation. This computation permits one to estimate the educational meaningfulness of score differences independent of sample size. Generally, an E.S. greater than or equal to .40 can be used as a cut-off point to determine whether or not a meaningful gain has been observed.

Native Language Development

In order to assess the development of reading and comprehension skills in the students' native language two different approaches were utilized. Spanish students were administered the appropriate forms of the Interamerican Series Prueba de Lectura while Haitian-French students were given the Test de Lecture (S.R.A.). Since there are no universally recognized measures of Italian, Chinese, and Greek reading and comprehension skills, appropriate teacher-developed tests were administered.

Table 14 presents the pre- and post-test means, correlated t-test values, and E.S. for students who were administered the Prueba de Lectura by site. Table 15 presents the pre- and post-test scores, t-values, and associated E.S. for all students at the Park Avenue site who were administered the Test de Lecture. Table 16 presents the pre- and post-test scores, t-values, and associated E.S. for all students who were administered teacher-made tests of native language reading and comprehension.

Basic Mathematical Skills

Regardless of native language, all students were pre- and post-tested on the New York City Arithmetic Computation Test. The pre- and post-test scores, t-values, and associated E.S. are presented in Table 17.

TABLE 11

SAT I Pre- and Post-Test Scores by Site and Language Group

Site	Language	N	Pre-Test Mean (sd)	Post-Test Mean (sd)	Mean Difference Score	Correlation Pre-Post	t	p	E.S.
Park Avenue	Spanish	11	26.9 (10.4)	34.3 (19.0)	7.4	.68	1.72	.12	.68
Jamaica (Day)	Spanish	55	50.7 (16.3)	67.1 (14.4)	16.4	.92	19.30	.001	1.32
Taft	Spanish	23	39.8 (18.4)	53.0 (18.6)	13.2	.84	6.09	.001	1.12
Brandeis	Spanish	53	37.2 (23.4)	48.9 (18.8)	11.7	.70	5.07	.001	.81
Jamaica (Night)	Spanish	138	46.9 (20.0)	56.1 (19.7)	9.2	.98	25.15	.001	1.28
Julia Richman	Spanish	51	56.4 (19.7)	66.8 (17.2)	10.4	.97	14.42	.001	1.27
J.H.S. 10	Spanish	16	26.6 (15.3)	44.0 (17.2)	17.4	.77	6.11	.001	1.20
St. George	Spanish	44	29.2 (13.6)	37.0 (13.6)	7.8	.98	18.77	.001	1.33
Lincoln Square	Spanish	4	49.0 (12.8)	54.5 (11.1)	5.5	.99	4.16	.03	1.31
TOTAL	Spanish	395	43.4 (20.8)	54.5 (20.2)	11.1	.91	24.66	.001	1.10
J.H.S. 10	Greek	53	32.0 (6.2)	52.5 (9.2)	20.5	.65	21.19	.001	1.34
St. George	Italian	54	28.7 (9.0)	36.2 (9.1)	7.5	.96	22.49	.001	1.35

.There is considerable variation between pre-test scores within students whose native language is Spanish. However, across all sites and language groups, meaningful gains were observed.

TABLE 12

SAT II Pre- and Post-Test Scores by Site and Language Group

Site	Language	N	Pre-Test Mean (sd)	Post-Test Mean (sd)	Mean Difference Score	Correlation Pre-Post	t	p	E.S.
Park Avenue	Spanish	5	49.2 (4.4)	56.0 (13.9)	6.8	.23	1.10	.32	.69
Forsyth	Spanish	49	47.7 (28.4)	63.0 (21.6)	15.3	.96	10.90	.001	1.19
Taft	Spanish	19	43.2 (17.9)	58.3 (18.5)	15.1	.84	6.31	.001	1.17
Brandeis	Spanish	21	54.1 (19.5)	59.8 (13.9)	5.7	.45	1.44	.16	.43
Maxwell	Spanish	72	12.2 (11.1)	17.9 (11.7)	5.7	.98	21.43	.001	1.31
J.H.S. 10	Spanish	14	37.5 (12.6)	56.6 (15.4)	19.1	.73	6.76	.001	1.25
Lincoln Square	Spanish	33	54.7 (18.0)	60.5 (17.6)	5.8	.97	7.33	.001	1.12
TOTAL	Spanish	213	36.5 (25.7)	46.2 (25.9)	9.7	.92	14.05	.001	.98
Forsyth	Chinese	114	34.2 (17.1)	50.5 (19.9)	16.3	.93	23.84	.001	1.29
Julia Richman	Chinese	22	48.7 (7.1)	62.3 (9.5)	13.6	.60	8.19	.001	1.23
J.H.S. 10	Chinese	21	54.0 (8.9)	69.6 (11.0)	15.6	.84	11.72	.001	1.32
TOTAL	Chinese	157	38.9 (17.0)	54.7 (19.1)	15.8	.93	27.39	.001	1.28

.Table 12 again indicates considerable pre-test variation within both Spanish and Chinese students. However, educationally meaningful gains were observed for all sites.

TABLE 13

MAT Pre- and Post-Test Scores by Site and Language Group

Site	Language	N	Pre-Test Mean (sd)	Post-Test Mean (sd)	Mean Difference Score	Correlation Pre-Post	t	p	E.S.
Park Avenue	Spanish	4	56.3 (24.6)	68.5 (20.2)	12.2	.99	4.67	.02	1.33
Park Avenue	French/ Haitian-Creole	30	33.2 (15.1)	43.6 (17.6)	10.4	.74	4.74	.001	.93

.All students who were tested on the MAT evidenced significant, meaningful gains.

TABLE 14

Prueba de Lectura Pre- and Post-Test Scores by Site
(Spanish-Speaking Students Only)

Site	Language	N	Pre-Test Mean (sd)	Post-Test Mean (sd)	Mean Difference Score	Correlation Pre-Post	t	p	E.S.
Park Avenue	Spanish	19	59.7 (13.4)	65.6 (16.0)	5.9	.92	4.05	.001	.98
Forsyth	Spanish	34	56.5 (9.4)	66.7 (9.4)	10.2	.85	11.70	.001	1.27
Jamacia (Day)	Spanish	55	65.5 (11.7)	72.7 (11.4)	7.2	.92	11.90	.001	1.20
Taft	Spanish	39	49.0 (13.3)	59.8 (12.7)	10.8	.69	6.63	.001	1.04
Brandeis	Spanish	58	48.7 (13.4)	53.8 (15.8)	5.1	.80	4.11	.001	.68
Maxwell	Spanish	72	58.0 (19.3)	65.7 (18.3)	7.7	.98	16.60	.001	1.26
Jamaica (Night)	Spanish	137	66.8 (16.3)	74.9 (15.9)	8.1	.96	21.65	.001	1.24
Julia Richman	Spanish	51	69.8 (16.2)	76.8 (16.3)	7.0	.76	4.43	.001	.75
J.H.S. 10	Spanish	25	62.7 (16.2)	73.8 (15.2)	11.1	.79	5.38	.001	1.05
St. George	Spanish	40	63.3 (23.3)	69.0 (22.0)	5.7	.99	9.34	.001	1.18
Lincoln Square	Spanish	37	65.2 (13.8)	70.1 (14.9)	4.9	.51	2.10	.04	.47
TOTAL	Spanish	567	61.5 (17.4)	68.9 (17.1)	7.4	.89	21.38	.001	.94

.It is interesting to note that there is less between-site variability among pre-test scores than was observed for English reading and comprehension scores. Across all sites, significant and meaningful gains were observed.

-59-

TABLE 15

Pre- and Post-Test Scores on the Test de Lecture

(French/Haitian Creole-Speaking Students Only)

Site	Language	N	Pre-Test Mean (sd)	Post-Test Mean (sd)	Mean Difference Score	Correlation Pre-Post	t	p	E.S.
Park Avenue	French/ Haitian-Creole	32	5.8 (1.2)	6.8 (1.2)	1.0	.92	12.30	.001	1.29

.An educationally meaningful gain in native language development was observed for students tested at this site.

TABLE 16

Pre- and Post-Test Scores on Teacher-Made Tests of Native Language Development by Site and Language Group

Site	Language	N	Pre-Test Mean (sd)	Post-Test Mean (sd)	Mean Difference Score	Correlation Pre-Post	t	p	E.S.
Forsyth	Chinese	113	44.6 (9.2)	56.8 (9.4)	12.2	.80	22.03	.001	1.28
Julia Richman	Chinese	22	50.4 (7.2)	59.9 (7.5)	9.5	.75	8.43	.001	1.24
J.H.S. 10	Chinese	21	51.5 (9.6)	63.1 (7.4)	11.6	.78	8.88	.001	1.26
TOTAL	Chinese	156	45.8 (9.7)	57.5 (9.7)	11.7	.82	25.40	.001	1.26
J.H.S. 10	Greek	52	82.7 (5.4)	86.8 (5.1)	4.1	.90	12.64	.001	1.23
St. George	Italian	56	37.7 (18.3)	46.2 (19.0)	8.5	.94	10.12	.001	1.14

.Regardless of native language or site, highly meaningful gains were observed.

TABLE 17

Pre- and Post-Test Scores on the New York City Arithmetic Computation Test Site and Language Group

Site	Language	N	Pre-Test Mean (sd)	Post-Test Mean (sd)	Mean Difference Score	Correlation Pre-Post	t	p	E.S.
Park Avenue	Spanish	21	9.4 (6.0)	20.4 (9.7)	11.0	.89	9.81	.001	1.29
Forsyth	Spanish	48	8.9 (4.6)	16.8 (6.3)	7.9	.76	13.40	.001	1.26
Jamaica (Day)	Spanish	55	8.7 (6.1)	12.1 (6.6)	3.4	.31	3.32	.002	.58
Taft	Spanish	48	6.5 (4.4)	11.9 (6.9)	5.4	.56	6.58	.001	.98
Brandeis	Spanish	69	7.2 (6.4)	11.0 (7.1)	3.8	.34	4.04	.001	.40
Maxwell	Spanish	72	9.4 (5.4)	15.7 (6.2)	6.3	.81	14.92	.001	1.23
Jamaica	Spanish	137	7.4 (4.6)	12.2 (6.2)	4.8	.91	20.75	.001	1.23
Julia Richman	Spanish	49	11.7 (8.5)	22.6 (8.3)	10.9	.88	18.28	.001	1.32
J.H.S. 10	Spanish	30	11.1 (6.1)	23.1 (8.6)	12.0	.61	9.55	.001	1.23
St. George	Spanish	44	12.4 (8.8)	19.1 (9.3)	6.7	.98	22.81	.001	1.36
Lincoln Square	Spanish	36	9.7 (5.5)	15.5 (7.7)	5.8	.71	6.38	.001	1.04
TOTAL	Spanish	609	8.9 (6.2)	15.2 (8.2)	6.3	.73	27.69	.001	1.06
Forsyth	Chinese	115	20.0 (4.2)	26.8 (4.6)	6.8	.76	23.67	.001	1.29
Julia Richman	Chinese	22	20.4 (4.7)	25.3 (4.9)	4.9	.92	11.67	.001	1.32
J.H.S. 10	Chinese	21	19.3 (4.8)	25.0 (4.9)	5.7	.85	9.75	.001	1.28
TOTAL	Chinese	158	20.2 (4.9)	26.6 (5.4)	6.4	.84	27.95	.001	1.29
J.H.S. 10	Greek	53	27.0 (5.5)	30.8 (5.3)	3.8	.93	13.06	.001	1.24
St. George	Italian	54	29.3 (9.4)	36.6 (9.2)	7.3	.97	25.26	.001	1.36
Park Avenue	French/ Haitian	30	11.6 (5.5)	17.9 (8.2)	6.3	.70	5.92	.001	1.04

.Independent of native language group, all sites demonstrated significant and meaningful gains in basic mathematical skills.

IV. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

In the fifth and final year of this funding cycle, the bilingual program in A.S.H.S. continued to provide exemplary instructional and support services to a limited English proficient out-of-school population, otherwise unserved by existing resources in New York City. The bilingual A.S.H.S. program, operated like "a small family," provides a supportive environment for students for whom the traditional high school is not an option. Discipline problems are virtually non-existent, in part due to the program's structure, but more importantly, due to the exceptional enthusiasm and motivation of program participants and staff. A defined and sequential curriculum, across the four instructional levels, establishes a flexible framework, as well as continuity for student growth. Finally, through the individual record log, students are encouraged and expected to assume responsibility for their progress and growth.

Analysis of qualitative and quantitative data reveals that, in the main, the program successfully accomplished its overarching goals. Through its comprehensive format, the bilingual program in A.S.H.S. enabled students to prepare for the H.S.E. examination, improve English language skills, and explore academic and vocational options.

According to quantitative data and program records, the program's goals for student achievement have been successfully accomplished. Analysis of achievement test data in reading (native language and English) and arithmetic computation reveals generally significant gains between pre-test

and post-test scores across all language groups and program sites. Program records indicate that of those program participants referred for the H.S.E. examination, 80 percent passed. This figure is comparable with the pass rate of the previous year (83 percent). Further, more than 200 students were promoted within the four instructional levels which comprise the program.

Analysis of job training and employment referrals indicates that the program continued its successful record of placements. In 1981-1982, the program assisted 40 students in finding part- and/or full-time employment.

Through varied staff development and training efforts, the bilingual program in A.S.H.S. continued to improve service delivery in all program components. Thirteen staff members pursued academic training at the university level and all staff participated in program-sponsored conferences and workshops throughout the year. In addition, program administration and resource staff continued to provide on-site assistance and individualized training.

Materials and curriculum development projects continued to involve project staff in collaborative development activities. Among numerous products developed in 1981-1982, of particular note are the General Education Promotion Test and the French/Haitian Basic Level Syllabus.

Parent/Community involvement was instrumental in planning the Title VII grant application, in addition to providing ongoing input in all program activities. Increased services were provided to the adult and parent population through the adult basic education component.

RECOMMENDATIONS

Program Administration and Staff Management

The Bilingual Program in A.S.H.S. has a history of efficient and effective program management and staff supervision, despite the multi-site, multi-language, day and evening nature of the program. Based upon program observations and staff interviews, several recommendations are suggested for continued program renewal. On-site assistance, especially to the smaller sites, might be considered in addition to the monthly staff meetings. Staff members at the smaller sites report some isolation, suggesting that supervisory visits might be increased for the purpose of observation, feedback, materials review, and curriculum support. Evening staff who do not have access to the Roberto Clemente Center (open during day hours only) would also benefit from increased on-site resources. Staff development for the following year could focus on small sites, clusters of sites, and training by language group in order to reach more specific staff needs. A summer staff training institute could be offered, possibly in connection with materials development or university training.

Some staff members report a lack of adequate preparation time, especially necessary for individualized instruction at multi-levels. At present, staff use lunch hours or class breaks for preparation purposes. It is recommended that program administration investigate staff needs and scheduling options, to see if "prep time" might be included as part of the daily schedule in day and evening centers.

It appears that increased administrative support may be warranted in those sites which offer day and evening programs. Staff members report a need for closer coordination between day and evening personnel in these sites. Program administration might investigate increased direct involvement of monolingual A.S.H.S. staff by providing orientation workshops to familiarize monolingual staff with the bilingual program's philosophy and instructional activities.

Generally, the non-Spanish language sites lack adequate staffing at the instructional and support levels, as reported in last year's evaluation. This will continue to be a problem as the student demand for services presses upon the necessarily limited resources of the program. Because of the increased number of students seeking services, the non-Spanish language sites lack adequate instructional and support staff, especially the Chinese and Haitian components. The Chinese paraprofessionals eligible for city and/or state certification could benefit from the Title VII university training component, thus increasing the numbers of certified Chinese teaching staff. The Haitian sites may warrant additional staffing, especially if basic level students continue to enroll at the present rate. The project administration is encouraged to discuss the allocation of personnel with the A.S.H.S. administrator.

An analysis of staffing patterns in all program sites is recommended to identify staffing needs. Additional staffing is encouraged on a part-time basis as funds permit, to relieve instructional staff of counseling and advising responsibilities. A schedule of "rotating" E.V.A.s might be a solution for the centers whose size does not warrant a full-time E.V.A, yet need these services a portion of each week. In

particular, the Chinese component, housed in three sites, would benefit from a shared and rotating E.V.A.

Staff members report that testing obligations result in less counseling hours for students. Staffing options might be explored to identify alternative testing procedures, while counseling services might be increased by group counseling sessions. Another support service which might be considered includes initiation of formalized follow-up counseling services after completion of the G.E.D. exam. Most sites currently perform this informally, as staffing permits.

Continuous enrollment, a unique feature of the bilingual A.S.H.S. program, often creates scheduling conflicts in some centers, where staff report a need for more efficient intake procedures. Alternative means of continuous enrollment, possibly incorporating paraprofessional staff, might be explored in staff training workshops.

To focus program development needs and priorities, A.S.H.S. staff might explore conducting a program-wide needs assessment since that planned for 1981-1982 was not implemented due to time constraints and the disruption of the program because of the fire. In addition to identifying program needs, staff and especially student perceptions might be tapped perhaps using the Bilingual A.S.H.S. Climate Profile implemented in 1979. An area which may warrant assessment is staff training, including program workshops and university courses. Staff training options should be developed to reflect the competencies required of program staff.

Staff members reported concerns about student retention during the summer vacation months. Summer instruction might be explored for a limited number of program sites if funds permit. Summer instruction

could have a special focus; intensive E.S.L. instruction has been identified as an emerging need and could be explored as a summer option. A combined summer jobs/instructional program, in cooperation with local businesses, might also be explored.

Instructional Activities and Curriculum and Materials Development

A sequential linkage between E.S.L. instruction and native language instruction appears to be an overarching concern for staff across all sites. However, the concern is more immediate and urgent for Chinese, Greek, Italian, and Haitian students who take the English version of the H.S.E. examination. (Spanish language students must also demonstrate equal English language competence in the world-of-work and/or higher education.) There is a need for E.S.L. instructional materials with content levels comparable to those available in the native language. In this way, English language learning would also serve to reinforce content skills necessary for H.S.E. preparation.

It is recommended that program staff analyze the strengths and weaknesses of the E.S.L. component to plan implementation of activities under the new Title VII grant. In addition to a sequential curriculum, other considerations might include the special needs by language group(s); increased hours and scheduling; improved coordination between monolingual and bilingual A.S.H.S. staff; increased staffing and improved instructional materials including tapes.

Program staff may wish to continue to field test the Practice Predictive Exam, published by the American Council on Education and used

successfully by the Taft evening program during 1981-1982.

The language policy at the Park Avenue Haitian site warrants attention since increasing numbers of students are reported to read in Creole. Efforts underway at the Office of Bilingual Education should be explored by program staff.

Curriculum development has been a significant and productive activity. Several recommendations are suggested in this area. Program staff may wish to establish priorities, needs, and limits for future materials development activities, since some basic goals in this area appear to be accomplished. Future materials development appears to be warranted, however, for the N.L.A. levels, as increasing numbers of basic level students enter the program. This may be achieved by a review and update of all N.L.A. level materials. As the program expands at the Basic Education levels, materials acquisiton and/or development will be increasingly necessary. Program staff report a need for alternative methods to review individual instruction plans which could be developed through the currculum committees. Dissemination is recommended for all curriculum and materials developed over the program's funding cycles. Suggested channels for dissemination include the data bases (i.e. ERIC, BEBA) and the clearinghouses (i.e. the Clearinghouse for Bilingual Education etc.) as well as other regional resources such as the Bilingual Education Service Centers (BESCs), and the Evaluation, Dissemination, and Assessment Centers (EDACs). The substantial and exemplary materials developed by the bilingual A.S.H.S. programs have nation-wide relevance for similar student populations.

V. APPENDICES

APPENDIX A

Major Component Objectives

I. INSTRUCTIONAL:

A. Students designated as advanced students (capable of taking a standardized English reading test) will increase their level of reading comprehension, ability in English at a .05 level of statistical significance.

B. At least 60% of students enrolled in ESL will improve one rating category in English language skills on the English language fluency scale.

C. At least 60% of the students enrolled in General Education will increase their level of reading ability in the dominant language at .05 level of statistical significance.

D. Students who attend individualized arithmetic instruction will increase their level of arithmetic ability at a .05 level of statistical significance.

E. At least 70% of the students (minimum of 350) enrolled in the bilingual preparation program for the high school equivalency examination (Spanish or English language forms), and who are tested will pass the H.S.E. examination in Spanish or English.

F. At least 5% of Hispanic students who begin General Education instruction will progress sufficiently to enter H.S. Equivalency exam preparation classes and earn an H.S.E./G.E.D. diploma.

II. NON-INSTRUCTIONAL:

A. ASHS education centers with bilingual-bicultural programs will offer to all students a variety of center and programwide activities related to vocational-career awareness including vocational counseling, training program placement, a career exploration day etc.

B. At least 50 bilingual program students will be placed in training programs and/or provided employment.

C. At least 80% of those referred for training or employment will be placed.

D. At least 30% of studenss who earn an H.S.E. diploma graduate will be accepted to college.

E. A sufficient number of commercially available vocational-career materials will be identified and included in the program's resource library (training center) to provide references for each of the Curriculum Guides' concepts for vocational-career skills development and will include at least five resources for each of the program's level of instruction.

III. CURRICULUM:

A. To develop a supplement to the program's Curriculum Guide in order to expand its scope and content to include provisions for literacy instruction (Native Language Arts) and subsequent stages of General Education instruction (fourth through seventh grade).

B. To include in the Bilingual Program's Curriculum Guides a sequential and topical outline of covering at least 5 concepts related to vocational-career skills of learnings in math, reading, and language. These concepts will be considerate of methodology and materials appropriate to students at all educational levels, and for all language groups

C. TO prepare a written instruction for adapting methodology, materials and lesson plans in ways that will allow a greater emphasis on social studies, science, and language concepts in the ASHS Curriculum Guide to reflect the revisions of the G.E.D. (H.S.E.) examination (all language groups).

D. To develop a minimum of 5 lessons and/or activities for an aural-oral approach suited to the needs of illiterate Hispanic students in Native Language Arts.

E. To develop a minimum of 5 lessons and/or activities for individualized instruction in reading and writing skills development for Hispanic, Spanish, Italian, Greek, Italian, and Haitian French-speaking students.

STAFF DEVELOPMENT:

A. At least 10 bilingual program staff members will take advantage of at least one "external" progessional improvement opportunity provided or arranged for by the program; in-service course, institute, major conference, university course etc.

B. All staff will have an opportunity to participate in a planned "internal" program of training and development activities directed at improving and/or expanding instructional, supplementary, and/or counseling services (educational, personal and vocational).

V. PARENT/COMMUNITY INVOLVEMENT:

A. At least 10% of individuals receiving bilingual program instructional and educational/vocational counseling services will be adults with preference given to parents of target population students.

B. A special Community Vocational-Career Advisory Committee will be established with emphasis placed on assisting the program in meeting its goals and objectives regarding vocational-career awareness and opportunities. This committee may function both independently and in conjuction with the Student/Parent Advisory Council.

BULLETIN

FALL 1982

BILINGUAL PROGRAM
AUXILIARY SERVICES FOR HIGH SCHOOLS

JOHN RAMIREZ, COORDINATOR

TO ALL THOSE WHO HELPED SO MUCH . . .

It sometimes takes an emergency to remind one of how giving people can be. When the arsonist struck at 431 Jackson Avenue on March 16, the ASHS family rallied around like champs. Dr. Weissman and Mr. Washington provided rooms for us and the Clemente Center staff at 198 Forsyth Street until they could find us a temporary home. Several administrators generously offered their centers. Jeff Tenzer and his staff helped Mr. Washington arrange for movers while the Clemente Center people worked long and hard picking through the smokey rubble for salvageable books and files that could be packed away and stored. We finally accepted the kind invitation of the Park Avenue Center to occupy the old counseling offices on the ground floor of their building, thus allowing us to remain close to what we now see as our South Bronx home.

During the three months between March and June we managed quite well -despite being fragmented into bits and pieces around the city. Our office supplies were piled in the corner of a wood-working shop in I.S. 155 on Jackson Avenue (thanks to Principal Phillip Berman and his staff). Our files and resource library were packed in nearly 50 cartons and stored in the basement of Forsyth Street. Our only telephones were the Park Avenue Center ones, a story up from the temporary offices we occupied on the first floor at Park Avenue.

I wish that space permitted the listing of the scores of persons who extended hands of kindness during our displacement, kindness way beyond the requirements of duty. To them all, let me say on behalf of Alma, Josie and the staff a generous thank you for uncomplainingly allowing your work lives to be disrupted in order to help us in a time of trouble. (This includes all of you who were patient when not getting through easily to the office.) A few individuals should, however, be singled out for special mention. They gave action and inspiration when needed most:

- Sy and Julian for making those Urgent Calls.
- Mike Vega for making the first offer.
- Carmen Rodriguez, superintendent of District 7, for pleading the ASHS cause.
- Richard Organisciak for cutting the red tape.
- Jeff Tenzer, David and Alex, for getting what we needed even faster than usual.
- Irv Geddis, Tom Lee, Joanne, Michele and Vicki, and the teachers and paras of Park Avenue for running their legs off.
- the teachers and paras of the Clemente Center for again treating us like family.
- And especially to Jerry Mahrer and Artie Aponte. Jerry Mahrer singlehandedly paved the way to our new home. Artie's enormous toil in overseeing the physical moves could have been only a labor of love.

Muchas gracias,

John Ramirez

RESOURCE AND TRAINING CENTER IN NEW HOME

P.S. 49 at 139th Street and Willis Avenue Welcomes B.P.

The ASHS Bilingual Program Resource and Training Center (BPRTC) has at last found a new home in the South Bronx. Thanks to the diligent efforts of Jerry Mahrer, center administrator of the Roberto Clemente Center, we have been welcomed by Community School Board 7 into a shared facility on 139th at Willis Avenue. The modern building there will house P.S. 49 on the first two floors and, on the third floor, the offices of the Bilingual Program, (Room 321), the resource library, duplication rooms, conference space and plenty of storage for bilingual materials. Our old friends of the Clemente Center will again be nearby as they will share the third floor with us.

The telephone number for the BPRTC will be the same as at Jackson Avenue: 292-7427. The office hours will continue to be 8:50 - 5:00 pm. If you plan to come by after 3:20, however, please call ahead for instructions on entering the building. The separate Auxiliary Services entrance should be clearly marked as the righthand doorway on the 139th Street side.

You have a standing invitation to come by to see our new quarters and to make it your home too. We should have the shelves re-stocked and be ready for a first conference sometime into October.

APPENDIX C

AUXILIARY SERVICES FOR HIGH SCHOOLS
BILINGUAL PROGRAM

TEACHER: CHECK-LIST OF IMPLEMENTATION

Check (✓) yes or no for each item below:

YES	NO	
___	___	1. Does each student have a work folder?
___	___	2. Is a curriculum check-off sheet (Gen. Ed. or Pre- or HSE) and log included in the folder?
___	___	3. Are entries made (check marks, dates, comments) on check-off/log indicating completion/progress for each topic of each subject area (grammar, reading/lit, S.S., Sci., Math)?
___	___	4. Are books, program-provided and,or teacher-made materials for EACH subject area topic/lesson (on check-off) readily available for and used by staff and students?
___	___	5. For General Education and Pre-HSE levels, is the majority of instruction individualized?
___	___	6. For HSE exam preparation level class or group, are you aware of which students are to complete 1 phase, 2 phases, or 3 phases and the projected exam dates for each?
___	___	7. Is the overall class management (sub-grouping, materials etc.) efficient and well-organized?
___	___	8. Is the paraprofessional thoroughly familiar with the curriculum, use of check-offs, materials etc.?
___	___	9. Are complete and accurate attendance records kept in class?
___	___	10. Are student absences regularly and periodically reported to the counselor/advisor?
___	___	11. Is individual student progress, problems, recommendations for "promotions" etc. reported to counselor/advisor?

AUXILIARY SERVICES FOR HIGH SCHOOLS
BILINGUAL PROGRAM

COUNSELOR: CHECK-LIST OF IMPLEMENTATION

Check (✓) yes or no for each item below:

YES	NO	
___	___	1. Does each student have a counseling folder which includes required intake forms, comments or notes on counseling needs and all data or information to be transcribed on evaluation data forms?
___	___	2. Are all test scores etc. entered on a Student Cumulative Record Card or recorded in a way and place where they are accessible and easily retrievable for examination and entry on data forms?
___	___	3. Are accurate and complete counseling check-off caseload rosters maintained?
___	___	4. Do you maintain transmittal forms to enter names of students referred/placed in job training programs and the exact type of training or job? (also for HSE exam referrals).
___	___	5. Do you keep complete and updated information on the college summary sheet?
___	___	6. Is there regular and period communication (follow-up, conferences etc.) with your students' teacher(s) regarding progress, attendance, problems etc.? (review of the class check-off sheet).
___	___	7. If a student withdraws from the program, is there a follow-up (to return to the program; the reason he/she left etc.)? Note: Complete data forms must be submitted for students who withdraw from the program. Records must, therefore, be kept.
___	___	8. Are referrals made as needed to other programs, community or social service agencies?
___	___	9. Are you prepared to organize and schedule career/vocational workshops with your students?
___	___	10. Is college counseling being provided to your students?
___	___	11. Are you thoroughly familiar with the curriculum and instruction received by your students?
___	___	12. Are your students participating on a Student Council?
___	___	13. Are you prepared to help plan extra-curricular and special activities (cultural, graduation etc.) for students?

NOTE: WHEN YOU RECEIVE EVALUATION DATA FORMS AND INSTRUCTIONS, YOU WILL BE ABLE TO BETTER DETERMINE RECORD-KEEPING NEEDS FOR REQUIRED INFORMATION.

AUXILIARY SERVICES FOR H.S. BILINGUAL PROGRAM

ASHS CENTER MONITORING FORM/TECHNICAL ASSISTANCE
(Title VII/Consent Decree-Law)

CENTER _____

LANGUAGE _____

DATE _____

ENROLLMENT _____

Completed by _____

(I) INSTRUCTION: (Items for observ./discussion/comments)		GENERAL EDUCATION	PRE-H.S.EQUIVALENCY	H.S.EQUIVALENCY PREP.	ESL/SHS ENGLISH
1. ENROLLMENT/ATTENDANCE (& schedules, test scores, cycle)	1.				
2. TYPE OF INSTRUCTION (indiv., lecture, grouping etc.)	2.				
3. METHOD: (activities: drill, discussion etc.)	3.				
4. CHECK-OFF SHEETS (folders, logs)	4.				
5. RESOURCES (availability and management)	5.				
6. CLASSROOM MANAGEMENT (facilities, control)	6.				
7. PARAPROFESSIONAL (duties, effectiveness etc.)	7.				
8. STAFF/STUDENT RELATIONSHIP	8.				
9. OTHER: _____	9.				
10. OTHER: _____	10.				
STRENGTHS:					
WEAKNESSES:					
RECOMMENDATIONS & COMMENTS					

-77-

(II) COUNSELING/ADVISING: (refer to responsibilities)

1. ACTIVITIES PERFORMED	2. ACTIVITIES NOT PERFORMED	3. COMMENTS:

3. Records/Forms	Check if complete (✓)	COMMENTS:
a. Student counseling folder		
b. Check-off folder prep.		
c. Cum. cards (test results)		
d. Intake forms + tick-off		
e. Counseling tick-off/log		
*f. E.S.E. referrals		
*g. Job, service etc. refs.		
*h. Withdrawals		
*i. Promotions		
j. College ref.		
k. voc./career profile		
(*transmittal forms)		

4. STRENGTHS:

5. WEAKNESSES:

6. RECOMMENDATIONS:
& COMMENTS

APPENDIX D

AUXILIARY SERVICES FOR HIGH SCHOOLS
BILINGUAL PROGRAM

PERFIL VOCACIONAL

NOMBRE:_____ CONSEJERO(A)_____ FECHA_____

DIRECCIÓN_____ FECHA DE NACIMIENTO_____

ESTADO CIVIL_____ DEPENDIENTES_____ VETERANO___(SI)_____(NO)

AÑOS DE EDUCACIÓN_____ AÑOS EN ESTE PAÍS_____ CIUDADANIA_____

TIPO DE VISA_____ NUMERO DE SEGURO SOCIAL_____

HORARIO ESCOLAR:

MAESTRO(A) DE INSTRUCCIÓN_____HORAS_____ DIAS_____

MAESTRO(A) DE INGLÉS_____HORAS_____ DIAS_____

HABILIDADES:

CURSOS ACADÉMICOS QUE LE GUSTAN_____

CURSOS ACADÉMICOS QUE ENCUENTRA FÁCIL (HABILIDAD NATURAL)_____

¿CÚALES SON SUS PLANES DESPUES DE TERMINAR EN ESTE PROGRAMA?
(Marque el espacio que le corresponde)

TRABAJAR_____
UNIVERSIDAD_____ AREA DE CONCENTRACIÓN_____
BUSCAR UN PROGRAMA DE ENTRENAMIENTO
(a) ¿En que area?
_____
(b) ¿Porqué le interesa esta area de entrenamiento?
_____
(c) ¿Conoce alguien que trabaja en esta area?
_____si _____no

INDECISO(A). NO TENGO PLANES DEFINITIVOS_____

QUIERO AYUDA EN PLANIFICAR MIS PLANES FUTUROS _____

OTROS PLANES:
_____
_____

MIENTRAS ESTUDIE E[illegible]ESTRO PROGRAMA, LE INTERESARIA APRENDER ALGUNO DE LOS SIGU:

___Meca[illegible]afía
___Computar[illegible]a
___Cajer[illegible]a) de bando
___Electricidad
___Otra area: _____

Entrenamiento que ha tenido anteriormente:
_____

EMPLEO QUE HA TENIDO Y/O TIENE ACTUALMENTE:
empleo: _____

su responsibilidad: _____

Country of Origin by Site for All Spanish Program Students

N	Puerto Rico	Dominican Republic	South America	Central America	Other
43	67.4%	16.3%	4.7%	11.6%	0.0%
38	34.2%	26.3%	23.7%	5.3%	10.5%
72	30.6%	22.2%	30.6%	13.9%	2.8%
55	1.8%	3.6%	56.4%	27.3%	10.9%
136	36.8%	31.6%	13.2%	16.2%	2.2%
135	8.1%	37.8%	23.7%	25.2%	5.2%
73	27.4%	8.2%	35.6%	28.8%	0.0%
138	7.2%	10.1%	37.0%	44.9%	0.7%
71	16.9%	12.7%	50.7%	5.6%	14.1%
73	9.6%	8.2%	61.6%	17.8%	2.8%
62	32.3%	9.7%	38.7%	14.5%	4.8%
62	8.1%	69.4%	14.5%	4.8%	3.2%

Available for 2 students

APPENDIX E

BEST COPY AVAILABLE

Years of Prior Education of Program Participants by Language Group

Language	N	Range(yrs)	X	sd	Median
Chinese	206	5-14	9.0	0.82	9.0
French/Creole	45	7-12	9.9	1.4	9.9
Greek	54	6-12	8.5	2.7	7.5
Italian	63	4-15	10.3	2.7	11.6
Spanish	960	1-18	9.3	2.2	9.7

Note: Data were unavailable for 7 students.

Students Employment Status by Site

Day Sites	N	% Employed (Part or Full Time)
. Robert Clemente Center	43	14.0
. Park Avenue Center	83	60.0
. Forsyth High School	223	7.0
. Jamaica Learning Center	55	23.6
. Maxwell Vocational H.S.	73	53.4
. J.H.S. 10 Learning Center	149	62.4
. Lincoln Square	62	35.5
Evening Sites		
. Taft H.S.	136	45.6
. Brandeis Learning Center	135	52.6
. Jamaica Learning Center	138	62.3
. Julia Richman Center	98	40.8
. St. George School	125	46.4

Note: Data were missing for 15 students.

APPENDIX F

Auxiliary Services for High Schools
Bilingual Program

NATIVE LANGUAGE ARTS (A.B.E. I)

P R I M E R A P A R T E

METHODS & ACTIVITIES (speaking, writing, listening)	TOPICS — RESOURCES	M.I.E.L.S. '78
CONOCIMIENTOS GENERALES		
alphab. charts, flashcards, drills, fill-in blanks, letter bingo, rearranging letters in proper order, match pictures to words, use of letters	1. El abecedario: a. letras sencillas y dobles — MPF 3,5; NLA 47-48 b. vocales y consonantes — NLA 47-48 c. mayúsculas y minúsculas — PQPI 3-5 d. el orden alfabético — NLA 49-50	Learn names of letters in Eng.; differences in alphabet
handwriting charts, tracing words and names, familiar numbers (dob, address, soc. sec.), flashcards, have practice sheets for dictation	2. La caligrafía: a. tamaño y forma — NLA 117 b. letras cursivas — " " c. letras de molde — " " d. escribir los números — NLA 87	practice writing names, addresses, and other words in English
provide examples for students to copy into, practice dictations, explain capitals, use final cards, use passage	3. Uso de las mayúsculas: a. nombres de personas — PQP3 7-10 b. nombres de lugares — PQP3 11-12 c. comienzo de oraciones — NLA 56-57	Learning differences bet. Spanish and English; assign practice exercises w. Eng. names
derive rules from examples, changing words to plural, accord to verbs, adjectives	4. Singular y plural: a. el uso de la s — MPG 16-20; PQP3 98-9 b. concordancia entre suj. y verbo — MPG 58-9 c. entre sustantivo y adjetivo — MPG 66-8	practice forming plural of simple Eng. words; finding words in plural in newsp. art.
EXPRESION ESCRITA		
graded word lists, dictations, writing missing letters, study commonly misspelled words, games	1. La ortografía: a. ort. de palabras comunes — PQP1 77-9; PQP2 83-5 b. escribir nombres de números — NLA 87	writing names of numbers in English
derive rules from exmp., write sentences orally from dictat., sentences in descriptions, short dialogs, interviews, biography, unscramble words, use models	2. La oración: a. expresar pensamiento completo — NLA 64; MPG 180-1 b. normas para escribir — PQP3 77 c. formas negativa, afirmativa, interrogativa — MPG 98-4	writing 10 sentences in Eng. giving basic information about oneself
derive rules from exmp., practice in sentences, find errors, recognize in dictations	3. La puntuación: a. el punto al final de oración — PQP3 77 b. uso de signos interrogativos — PQP3 83	punctuating short selection in English
DESTREZAS DE LECTURA		
pract. with phonic charts, flash cards, group experience charts (stat. aide by asst. to be read individ and adj., unscramble letters, dialogs, word bingo	1. Destrezas fonéticas: a. reconocer las distintas letras — PQP1 3-5 b. reconocer palabras — Basic Word Sets c. leer oraciones simples — Libro de Lectura A, B d. leer oralmente con fluidez — " " " e. interpretar signos de puntuación — " " "	students learn to read list of words related to school, work, and family life
experience charts, indiv. adj. from workbooks, oral questioning based on story read, written questions, find meanings using context clues, retelling stories, fill out applic. forms, dictat. cont, descr. photos	2. Comprensión: a. seguir instrucciones — MSS Picture Level b. contestar preg. básicas — MSS Picture Level c. dar resumen oral — Ten Summary of Exp. Rdg. Exp. d. aprender palabras nuevas presentadas en la lectura — NLA 94-105 e. recordar detalles importantes — MSS Intmed. Level	students learn to read and answer typical words and questions on job applicative forms
derive voc. from discussions, photo illus. life situations, filmstrips, a-v's, speech. constructing cont. products	3. Vocabulario de lectura en Estudios Sociales: señales de tránsito, carteles, mapas, etiquetas, planillas, formularios, diagramas — NLA 88, Real Life Reading Skills	students practice read. subway and road maps
derive voc. from discussions, filmstrips, a-v's, collect sci.-related articles, clip weather maps, collect home rem.	4. Vocabulario de lectura en Ciencias: símbolos, signos, servicios de salud, medicinas, el clima, comunicación, transportación, tecnología Naturaleza y Sociedad I	students learn to tell temperature, weather, names of local service agencies
read short selections, article experience charts, role-play, laws in everyday life, guest speakers, visits to agencies, govt. building	5. Conceptos en Estudios Sociales y Ciencia para mejorar comprensión en Lectura: leyes fundamentales, uniones, minorías en los Estados Unidos, métodos científicos, significado de término vida — Hum. & Comun.	students learn 25 cognates each in Science and Social Studies

HORARIO (Suggested Schedule in Parentheses)

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
60-90 min.	(Conocimientos Generales *Emphasize speaking activities*)	(Expresión Escrita *Emphasize personal experience activities*)	(Destrezas de Lectura *Emphasize listening activities*)	(Expresión Escrita *Emphasize listening activities*)	(Conocimientos Generales *Emphasize small-group activities*)
60-90 min.	(Expresión Escrita *Emphasize small-group activities*)	(Destrezas de Lectura *Emphasize speaking activities*)	(Conocimientos Generales *Emphasize small group activities*)	(Destrezas de Lectura *Emphasize problem-solving activities*)	(Destrezas de Lectura *Emphasize listening activities*)

Auxiliary Services for High Schools
Bilingual Program

NATIVE LANGUAGE ARTS (A.B.E. I)

SEGUNDA PARTE

METHODS & ACTIVITIES (speaking, writing, listening)	TOPICS — RESOURCES	(M.) E. L. E. 'S
CONOCIMIENTOS GENERALES		
arrange word lists in order; find wds. in dict.; visit libr. ref. sections; lists of uses of alphabet: index, time cards, etc.	1. El orden alfabético: a. ordenar una lista de palabras — MLA 49-51 b. reconocer sus usos: guías, directorios, diccionarios — POP3 4	give list of English words and ask students to alphabetize
derive rules from examp.; stud. indicate wds. to be capit.; find wds. incorrectly capit.; make lists of abrev. titles; find capit. wds. in newspaper; use capit. in dictation	2. Uso de las mayúsculas: a. en títulos — POP3 13 b. nombres, apodos — POP3 7-11 c. abreviaturas — MPG 103-4 POP3 79 d. meses, idiomas, días (etc.) — POP3 19-27 e. diferencias entre inglés y español — EPR 46-47	students compare diff. between Eng. and Spa.; practice capit. through Eng. written exercises; learn names of days, months
derive rules from examp.; stud. divide dictated words; writing backwards game (Las Tarabillas-Las Mañanitas)	3. La sílaba: a. lo que es una sílaba — MLA 199-3 MPG 77-4 b. separar palabras en sílabas — MLA 59 POP3 57-1	practice breaking up English words into syllables
underline dipt. in articles in student names; break up words into syllables	4. El diptongo y el hiato: a. reconocer vocales fuertes y débiles — POP3 49 b. reconocer diptongos e hiatos — MLA 184 POP4 44,47	practice pronouncing long and short sounds of vowels in English
flash cards; dictations; match numbers to names; prepare lists of uses of numbers in everyday situations	5. Los números: a. cifras hasta el mil — MLA 87 b. números ordinales — Elem. Grammar 96 47-58 c. leer símbolos aritméticos: (+ - x ÷ = ¢ $) — EPR 93-98	writing names of numbers in Eng.; ordinal numbers; reading simple math problems in English
use in rdg. activities; finding new words; clues for mystery, adv.	6. El diccionario: a. buscar definiciones — MLA 62-63	practice find. wds. in Spa/Eng dictionary
EXPRESION ESCRITA		
dictations; ident. misspelled wds.; discrim. bet. synonims, homonyms; arrange wds. by accent subs. concept wd. for anglicisms; small group review of stud. wrk.	1. La ortografía: a. palabras frecuentemente usadas — MLA 193-95 b. letras que se confunden — MLA 52-55 c. faltas comunes en la escritura — MLA 47-49 d. clasificar palabras por acento — MLA78-1, 193-4 e. anglicismos — SSEC 19-21	students "collect" Eng. wds. on weekly basis for sharing with class; make up bulletin board
writing short biography; present dilemma asking stud. to write their solutions; describing act.; reorder scrambled sentences in best sequence	2. El párrafo: a. forma del párrafo — MLA 68 b. oración introductoria y conclusiva — MLA 68 c. orden lógico de oraciones — MLA 81	writing brief note to representative or agency concerning issue of interest
derive rules from examples; use in missing punct.; dictations	3. La puntuación: a. el signo de admiración — POP3 82 b. la coma en serie — MPG 103-4 MLA 83	practice punctuating short selection in English
DESTREZAS DE LECTURA		
group writing of exp. charts*; indiv. practice readers; quest. stud. orally & in writing; write titles for story; match photog. to illustrations; summary of interviews; practice rules for using context clues; oral rdg. of stories, dialog, play; debate	1. Comprensión y lectura oral: a. ordenar acontecimientos leídos — MSS Preparatory b. presentar un resumen 50-100 wds. Gen. Rdg. (Appen.) c. extraer idea principal — Buscando Idea Central 1 d. contestar preguntas sobre lectura — MSS Preparat. e. derivar significados de palabras nuevas — MLA 94-105 f. leer con mayor fluidez — Lib. Lectura Ci Gen. Rdg.	present short selection in English and ask students to translate; matching pictures to short selections; pract. finding words in Eng. dictionary; students rd. short dialog or play
present problem or situation, then discuss; questions on short rdg. select.; stud. prepare bulletin brd.; show filmstrip & audio-visuals; simulation activ. role playing; pract. w. maps, charts, diagrams; visits to museums, government buildings, other points of interest	2. Conceptos en Estudios Sociales y Ciencia: a. La Tierra y sus recursos naturales (alimento, vestido, etc.) — Mundo & Comunidad b. Nuestro ambiente natural (ecología, contaminación) — Cómo v Porqué # 47 c. La Tierra y el Espacio — Cómo y Porqué # 1 d. Vivir en una democracia (gobierno federal) y local, personas y eventos importantes — Mundo & Comun. e. Nuestro mundo moderno (geografía, económía, conceptos políticos) — U. S. Annex, World Heroes (Hill) f. Cívica (votar inteligentemente, tomar acción cívica) — Democracia, necesitas estudiar	students read short selection in Eng. of related topics; answer questions on above; students learn 25 Sell/25 English cognates of concept words; reading of subway and road maps; students learn to answer forms used in everyday life: bank, work; answer letters

HORARIO (Suggested Schedule in Parentheses)

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
40-50 min.	(Conocimientos Generales Emphasize speaking activities)	(Expresión Escrita Emphasize personal experience activities)	(Destrezas de Lectura Emphasize listening activities)	(Expresión Escrita Emphasize listening activities)	(Conocimientos Generales Emphasize small-group activities)
10 min.	Expresión Escrita	(Destrezas de Lectura	(Conocimientos Generales	(Destrezas de Lectura	(Destrezas de Lectura Emphasize Reading

Name _____ Center _____ Counselor _____

P. de L. _____ Math _____ SAT _____ Starting Date ____

Counseling Follow-Ups: _____
(Dates)

_____ _____

_____ _____

_____ _____

_____ _____

BIBLIOGRAPHY

NLA Native Language Arts, Title I Manual
POF1,2 Prácticas de Ortografía, Cubero
MPF Mi Primera Fonética, Bishop
MPG Mi Primera Gramática, Huerta
MSS Multiple Skills Series, Barnell Loft
Basic Words Sets, Barnell Loft
Libro de Lectura (A,B), DACBE
Real Life Reading Skills, Scholastic
Naturaleza y Sociedad]
El Mundo y mi Comunidad, Martinez

SOCIAL STUDIES / SCIENCE COGNATES

agency	agencia
capital	capital
consumer	consumidor
continent	continente
diagram	diagrama
directions	direcciones
distance	distancia
east	este
employment	empleo
form	formulario
instructions	instrucciones
island	isla
map	mapa
mountain	montaña
north	norte
ocean	océano
office	oficina
peninsula	península
police	policía
product	producto
service	servicio
south	sur
traffic	tráfico
transit	tránsito
west	oeste

accident	accidente
airport	aeropuerto
automatic	automático
automobile	automóvil
climate	clima
communication	comunicación
computer	computadora
correspondance	correspondencia
dentist	dentista
doctor	doctor
drug	droga
fever	fiebre
hygiene	higiene
medicine	medicina
operation	operación
passport	pasaporte
sign	signo
symbol	símbolo
technology	tecnología
telegram	telegrama
telephone	teléfono
temperature	temperatura
thermometer	termómetro
train	tren
transportation	transportación

Dominio de la lengua materna

Name _____ Counselor _____
P.L._____ MTH _____ SAT_____ Starting Date ___
Counseling Follow-ups (+ dates) _____

Leer (Escuchar y Hablar)

I. Introducción general y explicación de términos

___idea central ___título

___detalles ___vocabulario

II. Práctica:

a b c d e f 1. vocabulario: desarrollo

aplicacion practica de las tecnicas de lectura a los conceptos de las Ciencias Sociales

A B C D E 2. mapas___ (info. 10-12 América 95, Cosmos (4)

F D D D G 3. países __( )
D D D D D
H G G D I 4. ciudades___( )
5. estados ___( )
D D K 6. continent (Nueva Geografía 180-1)
7. oceano (Nueva Geografía 181 & 5)
L B M 8. mapas (Apto 8, Guia M 48)
M A B 9. ríos (M.P.S.G. 11;GM 58)
C 10. orientación (UMG 11-24)
B 11. longitud/latitud (VPA 22-24)
11b. MELE (ELE I, II)
12. MELE Adicional
Evaluación

aplicación práctica de las técnicas de lectura a los conceptos de las Ciencias Naturales

B C D 22. los músculos (Cien(3)13-5)

E F G 33. circulación (Cien(3)28-9)

E H 44. respiración (Cien (4)87-88)

H 55. sistema endocrino (Cons (6) 233)

A A A 66. sistema nervioso (Cien (4) 61-3)
A
B G A 77. digestión (Cien(4) 75-7)
A D
77b. M.E.L.E. (E.L.E. I, II)
B E 88. sistema excretorio (Cien 6)39-40)

F I 99. reproducción (Cuerpo 44-46)
F H 1010."Salud" (Cien (3)16-18)

B B H D 1111. dieta (Cien (3)19)

I E H I E B 1212. enfermedades (Nosotros(6)252-6)

J K L 1313. drogas (p6)

___1313. b. M.E.L.E.(ELE I, II)

1414. Adicional M.E.L.E. (ELE I, II)

Escribiendo (Escuchar, Hablar y Leer):

I. PALABRAS- (optional)

___A. diagnóstico: 77-79 libro 1, Práctica
___AA. 15-120 ejercicio. de libro1, Práctica
___B. diagnostico: 77-79 libro 2, Práctica
___BB. 15-20 ejercicios del libro 2, Práctica

II. ORACIONES- (Usando palabras para construir oraciones.)

___A. ¿Qué es una oración? _____
___B. ¿Como se clasifican las oraciones? _____
___C. ¿Como se escribe la primera palabra y algunos nombres en la oración? _____
___D. ¿Qué signos de puntuación pueden terminar una oración? _____
___E. Practique: ¿Qué oraciones puede usted escribir acerca de usted mismo? Recurra a sus conococientos cuidadasomente.

III. MAS PRACTICA- (Composición; literatura)

___A. Dictado, escribir y aprender de memoria:
___hablando/ablando ___tu/tu
___cayo/callo ___él/él
___bota/votar ___que/qué
___hecho/echo ___este/éste
___asta/hasta ___mas/más

___B. Use sus conocimientos de palabras y oraciones/para contestar las preguntas de las lecturas de los pasajes de estudios sociales y ciencias naturales

___C. Luego, escriba en sus propias palabras la idea central de las lecturas de los pasajes de estudios sociales y ciencias naturales que ha leído.

___D. Aprenda cómo se escribe un pequeño bosquejo.

SCHEDULE

Matematicas

I. Números enteros
___suma
___Resta: llevando
___tabla de multiplicación
___con ceros en el cociente

II. Fracciones
___Introducción al estudio de fracciones
___suma de fracciones
___simplificar y reducir
___mínimo comun denominador
___Resta: llevando
___multiplicación vs división
___"de" = Multiplicación

III. Decimales
___sistema decimal
___suma y resta
___multiplicación
___división
___aplicaciones prácticas
___porcientos en el campo comercial

Follow-up Evaluations and Date (Rdg, Mth, S.S., Sci.) Also see reverse

Biblioteca de
Estudios Sociales (revised 3/79) Biblioteca de Ciencias Naturales

A. Viajemos por América
B. Consultor 5
C. La Historia de los Mapas (O.P.)
D. América del Norte (O.P.)
E. Guía Nueva (O.P.)
F. Guía Media (O.P.)
G. Una Mirada a España
H. Estados Unidos
I. El Mundo y la Comunidad
J. La Nueva Geografía (extra)
K. Viajemos por el Mundo
L. Geografía Universal
M. Ciencias Sociales 6 Anaya
N. Preparado por el Maestro
o hecho comercialmente
O. Materiales adicionales

2. con "Mapas":
A., 19-20, La Esfera terrestre
B., 66-68, Haciendo un mapa
C., 44-48, Los Mapas que usamos
D., 12-19, Tipos de mapas
E., 72-74, Plano y el mapa
3. con "Países":
F., 145 Los Países del mundo
D., 23-25, Canada
D.a 30-33, Estados unidos
D.g 47-50, México
G., 1-7, España
D.y 72-75, Guatemala
D.s 78, Nicaragua
D.b 83-85, Cuba
D.7 88, Puerto Rico
4. con "Cuidades":
H., 36-37, Chicago
G., 82-90, Madrid
G.a 74-79, Barcelona
D., 21-22, Grandes ciudades
I., 57, Municipios
5. con "Estados":
O. Materiales adicionales

6. con "Continentes":
D., 6-11, América del Norte
D.a 71, América central
K., 60-62, Europa
7. con "Oceanos":
O. Materiales Adicionales
8. con "Mares":
L., 32-34, El Mar
E., 37-38, El Mar al servicio
del hombre
M., 24, Los Mares
9. con "Ríos":
M., 28, Aguas continentales
A., 50, Ríos de América del Norte
B., 155, Influencia del rio
10. con "Direciones":
[illegible] 18-21, La orientación
11. con "Longitud y latitud":
B. 64, Los Mapas
Additional Evaluation Info:
(Rdg, Mth, S.S., Sci.) see also front page

A. [illegible] (3) (Rey)
B. Ciencias [illegible] (Rey)
C. El Mundo de la Ciencia (4)
D. Nosotros Y La Naturaleza (6) (N.A.)
E. Consultor (6)
F. G.E.D. (3) (O.P.)
G. (same as "O")
H. Ciencias de la Naturaleza 6 (Orbe)
I. Guía Nueva (O.P.)
J(X) Porque Perdimos
L. Mas cosas que nos pasan
M. Ser Padre, Ser Madre
N. Hecho por el maestro
O. Materiales adicionales

Lecturas
22. con "Músculos":
B., 60, Cuidado de los músculos
C., 116, Los músculos
D.(G), 68-70, Funciones del cuerpo
33. con "Circulación":
E., 226-7, Sistema circulatorio
F., 37-40, Sistema cardiaco
G.(D), 56-7, Tejidos del cuerpo
44. con "respiración":
E., 226, Sistema respiratorio
H., 64-66, Luz para las plantas
55. con "Sistema endrocrino
N. Materiales adicionales

66. con "Sistema nervioso":
A., 40-1, Necesitamos ver
A.a 42-3, Necesitamos oir
A.g 44, Necesitamos oler
A.y 45, Necesitamos sobarear
77. con "Digestión":
B., 78-9, Los dientes
B.a 80, Cuidando el aparato digestivo
G.(D) 99-100, Alimentación de animales
A., 85, Alimentacion para plantas
A.a 94-95, Plantas como alimento
D.(G) 104-106, Los vegetales
88. con "Sistema excretor":
B., 89, Aparato urinario
E., 227-8, Aparato excretor
99. con "Reproducción":
F., 3i-4, Estructura de la célula
I., 22-3, Cómo se forma el hombre?
F.a 25-7, Las leyes de la herencia
H., 136-7, Reproducion de animales (N.A.
M., Ser Padre, Ser Madre
1010. con "Salud":
A., 20-1, Aqua y alimentacion
B., 70-1, Necesidad de alimentos
1111. con "Dieta"
B., 90-1, Manteniendo buena salud
B.a 72-73, Vitamings
H., 27, Importancia de vitaminas (N.A.)
D.(G) 249, Qué Debemos de comer?
1212. con "Enfermedades":
I., 27-9, Las Enfermedades
H.(D) Orbe F.95, Enfermedades de la
humanidad
I.a 30-1, Hombre contra las enfermedad
E., 242-43, La Ciencia y la enfermedad
B.i 84-5, La piel
E.a 244-45, La Lucha contra enfermedad
B., 86-7, Cuidamos de la piel
1313. con "Descanso":
[illegible] Como se usan las

Name _____ Counselor _____

lengua materna

Gramatica y Composición

(Revised 3/79)

dominio de la

1. Acentuación
   - A. sílabas
   - B. sílaba tónica
   - C. acento ortográfico
2. Palabras que se confunden
3. partes de la oración
4. las mayúsculas
5. La oración
   - A. sujeto-predicado
   - B. tipos de oraciones
   - C. complementos

5A. M.E.L.E. E.L.E. _____

6. Signos de puntuación
7. Problemas de concordancia
   - A. sujeto-verbo
   - B. haber
   - C. articulos-sustantivos adjetivos-sustantivos adverbos-adjetivos
   - D. "le"y "lo"

8. Práctica: La aplicación de estas reglas sobre oraciones y bosquejos paragr.

8B. M.E.L.E. or E.L.E. _____

B. Lectura

1. Introducción general y explicación de términos
   - idea central
   - títulos
   - inferencias
   - vocabulario

a b c d e

conceptos

1a. M.E.L.E. or E.L.E. I, II

Aplicación práctica de las técnicas de lectura a conceptos de Ciencias Sociales

A A H H H — 2. Linea histórica (Tch-md mimeo)
2.A. M.E.L.E. or E.L.E. I, II _____

C B B B C — 3. Descubrimiento y Colonizacion (tch-md mimeo)
3.A. M.E.L.E. or E.L.E. I, II _____

A B B D — 4. Esclavitud (Tch-md mimeo)
4.A. M.E.L.E. or E.L.E. I, II _____

H H H C — 5. Revolución e Independencia
5.A. M.E.L.E. or E.L.E. I, II _____

D H — 6. Formas de Gobierno (30-32,Ciencias Sociales84)
6.A. mele or ele I, II _____

H H H-H H H H E — 7. Relaciones Internacionales (Tch-md mimeo;)
7.A. MELE or ELE I, II _____

I C G G G G C G G — 8. Sistemas Economicos (Tch-md mimeo)
8.A. MELE or ELE I, II _____

E F G G G G — 9. Problemas Contemporaneos (Tch-md mimeo)

99. Solicitando trabajo (resume, entrevista)
99.a. MELE or ELE I, II _____

Aplicación práctica de las técnicas de lectura a conceptos de Ciencias Naturales

A C G G G G — 10. Sistemas del Cuerpo Humano (Tch-md mim.)
10.a MELE or ELE I, II _____
10.b MELE or ELE I, II The Cell

B B B B D — 11. Sistema Solar (Grad, Esc. 23; 267-9)
11.a MELE, ELE I, II The solar system

D D — 12. Composición de la Tierra (C*P -Tierra 4-8)
12.a. MELE, ELE I, II _____

H — 13. Cambios de la Superficie Terrestre
13a MELE, ELE I, II _____

G E F — 14. La Materia (mimeo; Cons 336-40)
Formas de materia (C*P Quima12-3)
Esquema gráfico (Cons 356)
Tabla Periódica (C*P Quima 14-6)
14a. MELE, ELE, I, II _____

C C — 15. Formas de Energía (C*PATomica 15,17,18)
15a.MELE, ELE, I, II _____

C — 16. Mocion y las leyes de Newton (Tch-md mimeo)
16a. MELE, ELE, I, II _____

matematicas

I. Numeros enteros
- ___suma
- ___llevando
- ___tabla de mutiplicacion
- ___con ceros en el cociente

II. Fracciones
- ___introducción al estudio de Fracciones suma
- ___simplificar y reducir
- ___minimo comun denominador
- ___llevando
- ___mutiplicación vs division
- ___"de" multiplicar

III. Decimals
- ___introducción al sistema decimal
- ___suma y resta
- ___multiplicación
- ___reglas de la division
- ___practicar/o estudiado

IV. Porcientos
- ___Introducción
- ___conversiones
- ___explicación de términos y significado de "%"
- ___Conversiones (de % a dec a frac etc)
- ___Hallar el porciento de un número
- ___Hallar que porciento de un número es otro (es/de)
- ___Hallar la cantidad original
- ___ Aplicación práctica Interés
- ___ porcientos en el campo comercial

___VI. (opcional) Áreas y Volúmenes

___VII. MELE'S, ELE I, II

OFICINA DEL CONSEJERO

Starting Date___P.L.___MTH___SAT___

1) _____

2) _____

3) _____

4) _____

5) _____

FINISH

Aplicación práctica de las técnicas de lectura a conceptos de literatura

17. Lenguaje literatura
17 a.MELE, ELE I, II _____
18. Tono y estilo ( )
18a. MELE, ELE I, II _____
19. Generos literarios; ensayos cuentos
19a. MELE, ELE I, II _____
20. Géneros literarios; poesías, obras dramáticas
20a.MELE, ELE I, II _____

Follow-up Evaluations & Date (Rdg, Mth, S.S., Sci.)See ba

_____
_____
_____

(revised 3/79)

Biblioteca de Estudios Sociales

A. Conociendo a Borinquen
B. Historia de América (Marbán) Tomo I
C. Ciencias Sociales (7)
D. Hombre y Su Historia
E. Ciencias Sociales (8)
F. Las Américas, vol. 2º (N.A.)
G. Iberoamericano (Marbán "Sus Pueblos)
H. Historia de América (Marbán) Tomo II
I. Material Adicional

2. con "Linea Histórica":
   A.1 20-37, Los Taínos
   A.2 71-73, Puerto Rico
   H.1 189-90, Duarte Tomo II
   H.2 313-314, Haití Tomo II
   H.3 315-6, Petión Tomo II
3. "Descubrimiento y Colonización"
   C.1 P.100 El Descubrimiento de América
   B.1 164-177, Institución Política
   B.2 27-40, Aztecas
   B.3 42-54, Incas
   C.2 102, Exploraciones
4. con "Esclavitud":
   A.1 46-7, La Trata de esclavos
   B.1 209, Azúcar y la esclavitud
   B.2 183-7, La Encomienda
   D. 105-108, Feudalismo
5. con "Revolución e Independencia":
   H.1 135-42, Venezuela
   H.2 56-7, Haití
   H.3 204-214, Cuba
   C. 426-7, Francia
6. con "Formas de Gobierno":
   D. 154-158, Monarquismo
   H. 289-295, República Tomo II
7. con "Relaciones Internacionales":
   H.1 319-20, Doctrina de Monroe Tomo II
   H.2 320-321, Destino Manifiesto
   H.3 322, Política Intervencionista
   H.4 323
   H.5 321, Diplomacia del Dólar
   H.6 324, Buen Vecino Tomo II
   H.7 179-186, Bolivar Tomo II
   E. 226-227, Herencia y revolución
8. con "Sistemas Económicos":
   I mimeo, Como funciona la economía,.
   C. 30-31, Economía Soviética
   G.1 157-8, Venezuela-Petroleo Tomo II
   G.2 52,-53, México Tomo II
   G.3 76, República Dominicana Tomo II
   G.4 98-99, Guatemala Tomo II
   G.5 105-106, El Salvador Tomo II
   G.6 118, Nicaragua Tomo II
   G.7 229-232, Chile Tomo II

9. con "Problemas Contemporáneos"
   E. 232
   F. #5, 5/77 Derechos Civiles
   G.1 Mexico, 51-56
   G.2 183-184, Brasil Moderno
   G.3 202-205, Perú
   G.4 218-219, Ecuador
   G.5 260-262, Argentina

Biblioteca de Ciencias Naturales

A. Español Para el Bilingüe
B. Graduado Escolar I
C. Consultor (5)
D. Investiguemos (N.A.)
E. Cómo y Por Qué? Química
F. Cómo y Por Qué? Energía Atómica
G. Hoch: por maestro o comercial
I. Guía Nueva (O.P.)
H. Adicional

10. con "Sistemas del Cuerpo Humano
    A.1 116-121, Biología y su aplicación
    G., La célula (mimeo)
    G(I) Cómo se forma el Hombre?
    G. Enfermedades de la sangre (mimeo)
    G.4 La Leucemia (mimeo)
    G.5 Ser Padre, Ser Madre (mimeo)
11. con "El sistema solar"
    B.
    B. 23, Fases de la Luna
    B.1 271-2, Universo
    B.3 260-2, La vida de estrellas
    B.5 262-64 El Lenguaje de los geógrafos
    D. 160-61, La Tierra en el espacio
12. con "Composición de la Tierra":
    D.1 p.5
    D.2 58-9, Biografía de la Tierra
13. con "La Materia"
    G. Introducción a la Química (mimeo)
    E.1 19-20, Átomos y Moleculas
    F. 21-25, El Átomo por Dentro
    E.2 12-13, Formas de Materia
    C.1 381, Los Alquimista Antecesor...etc.
    E.3 14-17, Tabla Periódico
    C.2 333-34, Elementos Más Comunes
    C.3 387, Oxígeno
14. con "Cambios de la Superficie Terrestre
    H.
15. con "Formas de Energía"
    G.1 Electricidad (mimeo)
    G.2 Magnetismo (mimeo)
16. con "Mocion y las leyes de newton"
    G. Galileo

Additional (Rdg, Mth, S.S., Sci.)
Evaluation: see front

... Services for High Schools - Bilingual Component

HIGH SCHOOL EQUIVALENCY EXAM PRACTICE CLASS - CHECK-OFF - Name _____
(Course of Study)

PHASE 0

Matemáticas (dieciseis clases de una hora = 16 horas)

__1. Operaciones de NUMEROS ENTEROS WWN 24-25,Repaso 47-50,57-59,64-65
__2. Introducción a QUEBRADOS-simplificación Arco 141-151 WWN 29,30
__3. QUEBRADOS-Suma, Resta Arco 152-155 WWN 35, 40-42
__4. QUEBRADOS-multiplicación, división Arco 155-160 WWN 53,55
__5. Introducción a DECIMALES-conversiones Arco 161-166
__6. DECIMALES-suma, resta, multiplicación(aplicación) Arco 166-172
__7. DECIMALES-división, problemas mixtos Arco 172-180 WWN 79
__8. Introducción a PORCIENTOS, conversiones Arco 181-186, Repaso 224,226,228,230
__9. PORCIENTOS-aplicación, interés Repaso 233-234
__10. PORCIENTOS-"es", "de" Repaso 241-243, 247-249
__11. MEDIDAS-Introducción WWN HANDOUT (107-132)
__12. MEDIDAS-operaciones WWN HANDOUT (107-132)
__13. GEOMETRÍA-fórmulas de perímetro, área, volumen WWN HANDOUT (107-132) Arco216-218
__14. GEOMETRÍA-práctica, aplicaciones WWN HANDOUT (107-132) Arco 219-222
__15. ALGEBRA-números algebraícos, operaciones básicas Arco 206-211
__16. ALGEBRA-coordenadas, gráficas de todos tipos Arco 211-215

Expresion Escrita (dieciseis clases de una hora = 16 horas)

__1. La VOCAL, el DIPTONGO, y la SILABA Cubero #7,19-24; Perera 14-20
__2. Palabras AGUDAS, LLANAS, y ESDRUJULAS Arco 9-11
__3. Reglas del ACENTO ORTOGRAFICO HANDOUT; Arco 10-12
__4. El acento DIACRITICO HANDOUT; Arco 12-19
__5. Problemas ortograficos: LETRAS QUE SE CONFUNDEN Legorburu #2 24-54
__6. PALABRAS que se confunden Pello 53-73
__7. Partes de la oracion, SUJETO Y PREDICADO Cubero 7 145-146; Arco 41
__8. Oración y FRAGMENTO Arco 19-24 Pello 149-154
__9. CONCORDANCIA de sujeto y verbo Cubero #8, 57-62 Arco 24-27
__10. Uso correcto de los TIEMPOS DEL VERBO Cubero #8 65-77 Arco 32-36
__11. El verbo HABER: DEBER y DEBER DE Arco 36-37
__12. Las PREPOSICIONES: leismo, laismo, loismo Pello 134-144 Arco 39-41
__13. Las MAYUSCULAS Arco 45 Legorburu 2, 55-57
__14. La COMA y sus diferentes usos Arco 46-51
__15. Los DOS PUNTOS y el PUNTO y COMA Arco 52-56
__ DIALOGO y las citas Arco 57-61

Estudios Sociales (6 clases de cuarenta minutos: 4 horas)

__1. Economía: Renta nacional; Fiscal y monetario vs. Monetary/Graficas basicas: lineas
__2. Historia: Relaciones Internacionales/Más gráficas: diagramas y mapas
__3. Historia: de Puerto Rico y el resto del Caribe/más graficas: diagrama y barras
__4. Ciencia de Conducta Humana: Antropología/Práctica adicional con gráficas y mapas
__5. Geografía: Regiones de EE.UU./Diferentes tipos de mapas
__6. Ciencias Políticas: Los servicios ranchidos por el gobierno/mapas del mundo

Ciencias Naturales (5 clases de 40 minutos=3 1/4 horas)

__1. Biología: Herencia/diagramas para tarea
__2. Biología: clasificación/tablas para tarea
__3. Física: movimiento y fuerza/diagramas y tablas para tarea
__4. Química: bases, ácidos y sales/práctica con fórmulas para tarea
__5. Geología: cambios geológicos/diagramas

Lectura (5 clases de 40 minutos= 3 1/4 horas)

__1. Lectura en general: técnicas de lectura: el punto de vista/no ficción
__2. Lectura en general: los hechos vs la opinión: caricaturas/editoriales
__3. Prosa: obra dramática - personajes/obras dramáticas
__4. Poesía: lenguaje figurativo - glosario de términos/baladas
__5. La lectura en la vida diaria: anuncios generales/instrucciones

(Total=16 evening sessions; 40-48hours)

HORARIO
(Suggested only; space available for individualizing)

Dia 1	Dia 2	Dia 3	Dia 4	Dia 5, etc.	
-60 min.(Gram.)	(Gram.)	(Gram.)	(Gram.)	(Gram.)	
-60 min.(Mat.)	(Mat.)	(Mat.)	(Mat.)	(Mat.)	
-40 min (E.Soc.)	(C.Natu.)	(Lec.)	(E.Soc.)	(Cien.Nat.)	(etc.)

Tarea aproximada del numero:
(El no asistencia en clases del [illegible])

[illegible] the Teacher: the following homework assignments are suggested followings [illegible] the class discussions listed on the front. Appropriate activities from [illegible], Barrons or the program's own Tareas booklets should be given to students to do at home.

Tarea

1) Lea cada asignatura cuidadosamente y note los puntos importantes para recordar.

2) Conteste cualquier pregunta o coloque la información que falta en los diagramas y las gráficas.

Estudios Sociales

1. Economía - Renta nacional (G.N.P.)
2. Historia - Relaciones internacionales
3. Historia - Puerto Rico y el Caribe
4. Ciencia de la conducta - Antropología
5. Geografía - Regiones de América
6. Ciencias Políticas - Servicios rendidos por el gobierno

Ciencias Naturales

1. Biología - Herencia (diagramas)
2. Biología - Clasificación (tablas)
3. Física - Movimiento y fuerza (diagramas)
4. Química - Acidos y bases (fórmulas)
5. Geología - Cambios (diagramas)

Lectura

1. Lectura general - Literatura (no ficción)
2. Lectura general - Orden lógico
3. Prosa - Diálogos
4. Poesía - Baladas
5. Lectura práctica - Anuncios

LEGEND	TEXT
Repaso	Repaso Matemático
W.W.N.	Working With Numbers
W.W.N. HANDOUT	Translated sections of pgs. 106-132*
Cubero #7, #8	Espanol Activo, Tomos 7,8.
Ortografía	Ortografía (H. Perera)
Perera	Acentuación y Puntuación
Legorburu #1, #2	Ortografía del Espanol, Primer y segundo nivel
Pello	Manual de Ejercicios Gramaticales
HANDOUT	Mimeographed sections from Legorburu (1-11)*

*(available from Clemente Center)

APPENDIX G

BOARD OF EDUCATION OF THE CITY OF NEW YORK

BUREAU OF EDUCATIONAL RESEARCH

NEW YORK ARITHMETIC COMPUTATION TEST

Mixed Fundamentals: Grades: 7-12

FORM C

Nom de l'élève: _____ Date: _____

Nom de l'école: _____ Division: _____

LISEZ ATTENTIVEMENT LES INSTRUCTIONS

Ceci est un test d'arithmétique. Il y a trois pages d'opérations dans cet exemplaire. Lorsque vous finissez une page, allez à la page suivante.

Chaque opération est encadrée. Effectuez le calcul de chaque opération dans son cadre. Vérifiez votre réponse et simplifiez-la s'il y a lieu. A droite de la page, il y a une colonne pour les réponses. Inscrivez votre réponse dans la colonne après le numéro correspondant à celui de l'opération.

Il n'est pas attendu que vous complétiez toutes les opérations de ce test. Cependant faites de votre mieux. Si vous avez des difficultés avec une opération, continuez avec la suivante. Si vous finissez avant l'heure, vérifiez vos réponses, et apportez-y toutes les corrections nécessaires. Vous pouvez aussi éssayer de compléter les opérations que vous n'avez pas achevées.

IMPORTANT: Notez que le point a la valeur de la virgule.

Vous avez une heure pour prendre

ce test. Arrêtez à _____

Translated by Suzanne S. Tabori
Auxiliary Services for High Schools
Bilingual Program - French
November 1974

Score brut	
Equivalence	
Pourcentage	

1. Additionnez 56 239 + 2798	2. Soustrayez 7472 - 687	3. Multipliez 463 X 57
4. Divisez 280 | 7	5. Divisez 3536 | 34	6. Soustrayez $3.46 de $5.00
7. Multipliez 3.14 9.5	8. Divisez 187.75 | 7.5	9. Additionnez 14.50 + 0.53 + 1.65
10. Multipliez ½ X 18 X 12	11. Multipliez 1/3 par 1/4	12. Multipliez 56 par 41½
13. Additionnez 1/7 + 1/7	14. Multipliez 2/5 X 4/5	15. Divisez 5/6 par 1/2

REPONSES

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

16. Soustrayez 1/4 de 1/8	17. Multipliez .067 X 100	18. Convertissez 40% en fraction
19. Convertissez 3/20 en pourcentage	20. Multipliez 22/7 X 42	21. Additionnez 4 3/4 + 2 3/8
22. Divisez 7.5 par 100	23. Divisez 6 par 2/3	24. Convertissez .03 en pourcentage
25. Multipliez 2 X 3.14 X 3½	26. Additionnez 2 7/16 + 4½ + 3/8	27. Soustrayez 3¼ de 1 9/16
28. Divisez 5/8 par 4	29. Divisez .18 ⟌ 228	30. Multipliez 4½ par 3½

REPONSES

16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

31. Divisez 3 2/3 par 3 1/7	32. Trouvez 8% de $650.00
33. Soustrayez 5 heures 20 minutes 3 heures 40 minutes	34. Convertissez .125 en pourcentage
35. Convertissez .625 en fraction et simplifiez la réponse.	36. Transformez 3½% en forme décimale.
37. Convertissez 2/9 en fraction décimale	38. Convertissez .027 en pourcentage
39. Quel pourcentage de 15 est 9	40. Multipliez 81½ X 20¼

REPONSES

31._____

32._____

33._____

34._____

35._____

36._____

37._____

38._____

39._____

40._____

HIGH SCHOOL EQUIVALENCY EXAM PRACTICE CLASS - CHECK-OFF - Name _____
(Course of Study)

EXAM PRACTICE - "D" PHASE

Matemáticas (16 one hour sessions=16 hours)

1. Operaciones de NUMEROS ENTEROS — Repaso *20-32,39-41,47-50,57-59
2. Introducción a QUEBRADOS-simplicación — Arco *142-150
3. QUEBRADOS-Suma, Resta — Arco 150-152, W.W.N. 35,42+
4. QUEBRADOS-multiplicación, división — Repaso 121-124, 130-132
5. Introducción a DECIMALES-conversiones — Repaso 152-154, 200-205
6. DECIMALES-suma, resta, multiplicación(aplicación) — Arco 166-172
7. DECIMALES-división, problemas mixtos — Arco 172-174 Repaso 207-219
8. Introducción a PORCIENTOS, conversiones — Repaso 221-232
9. PORCIENTOS-aplicación, interés — Arco 196-198, W.W.N. 94-95
10. PORCIENTOS-"es", "de" — Repaso 242-248
11. MEDIDAS-Introducción — W.W.N. 107
12. MEDIDAS-operaciones — W.W.N. 108-115
13. GEOMETRIA-fórmulas de perímetro, área, volumen — Arco [illegible]-213
14. GEOMETRIA-práctica, aplicaciones — Arco 219-222
15. ÁLGEBRA-números algebraicos, operaciones básicas — Arco 206-208
16. ÁLGEBRA-coordenadas, gráficas de todos tipos — Arco 209-210

Expresión Escrita (16 one hour sessions=16 hours)

1. La VOCAL, el DIPTONGO, y la SÍLABA — Cubero #7,19-24;Perera 14-20
2. Palabras AGUDAS, LLANAS, y ESDRÚJULAS — Cubero #7,26-28;Perera 11-13
3. Reglas del ACENTO ORTOGRÁFICO — Perera 21-34*: HANDOUT *
4. El acento DIACRÍTICO — Arco 12-14: HANDOUT
5. Problemas ortográficos: LETRAS QUE SE CONFUNDEN — Legorburu#2,24-34; HANDOUT
6. PALABRAS que se confunden — Ortografía* 18-28,42-46,78-85
7. Partes de las oración, SUJETO Y PREDICADO — Cubero#8,22-25,31-34,37-43,46-49
8. Oración y FRAGMENTO — Arco 19-21; Cubero#8 109-129
9. CONCORDANCIA de sujeto y verbo — Arco 24-27
10. Uso correcto de los TIEMPOS DEL VERBO — Pello* 99-130
11. El verbo HABER; DEBER y DEBER DE — Arco 36-37
12. Las PREPOSICIONES; leísmo, laísmo, loísmo — Cubero#8,100-101;Pello134-136, Arco37-41
13. Las MAYÚSCULAS — Arco 45
14. La COMA y sus diferentes usos — Perera 73-87
15. Los DOS PUNTOS y el PUNTO y COMA — Arco 52-56
16. El DIÁLOGO y las citas — Perera 125-128; Pello 51-57

*** NOTA: Para lo siguiente, favor de consultar el "Folleto" ***

Estudios Sociales (6 clases de cuarenta minutos: 4 horas)

1. Economía: obreros y producción/Gráficas básicas: de línea y círculo
2. Historia: E.E.U.U. y Relaciones Internacionales/Más gráficas: de barras y líneas
3. Historia: Independencia de Am. Lat./Más gráficas: de barras y círculo y línea
4. Ciencia de Conducta Humana: psicología/Práctica adicional con gráficas
5. Geografía: clima y ambiente/Mapas de regiones del mundo
6. Ciencias Políticas: distribución de poderes/Mapas de América

Ciencias Naturales (cinco clases de 3½ horas)

1. Biología: seres humanos; sistemas del cuerpo humano/diagramas para tarea
2. Biología: salud y nutrición/tablas para tarea
3. Física: luz y sonido/diagramas para tarea
4. Química: reacciones/fórmulas para tarea
5. La Tierra: Procesos geológicos/diagramas para tarea

Lectura (cinco clases de cuarenta minutos: 3½ horas)

1. Lectura en general: técnicas de lectura idea central, inferencias, (artículo de revista)
2. Lectura en general: Los hechos vs. la opinión Caricatura política (Editoriales)
3. Prosa: idea central de (cuentos)
4. La poesía y la obra dramática: Lenguaje figurativo glosario de términos (poemas líricos)
5. La lectura en la vida diaria: Instrucciones y anuncios clasificados (Instrucciones)

(Total=16 evening sessions; 40-48 hours)

HORARIO
(Suggested only - space available for individualizing)

- Día 1	Día 2	Día 3	Día 4	Día 5, etc.
55-60min.(Gram.)	(Gram.)	(Gram.)	(Gram.)	(Gram.)
55-60min.(Mat.)	(Mat.)	(Mat.)	(Mat.)	(Mat.)
35-40min.(E.Soc.)	(C.Natu.)	(Lec.)	(E.Soc.)	(Cien.Nat.)

Fecha aproximada del examen:

(Si su asistencia es menos del 90% la fecha de su examen será extendida o Ud. será cambiado a la clase de Pre-H.S.E.)

To the Teacher: the following homework assignments are suggested followings to the class discussions listed on the front. Appropriate activities from Arco, Barrons or the programs own tareas' booklet should be given to students to do at home.

Tarea

1) Lea cada asignatura cuidadosamente y note los puntos importantes para recordar.

2) Contesta cualquier pregunta o coloque la información que falta en los diagramas y las gráficas.

Estudios Sociales

1) Economía - Obreros y producción

2) Historia - EE.UU. y Relaciones Internacionales

3) Historia - Independencia de América Latina

4) Ciencia de conducta humana - psicología

5) Geografía - clima y ambiente

6) Ciencia Política - distribución de poderes

Ciencias Naturales

1) La Biología - diagramas; sistemas del cuerpo humano

2) La Biología - diagramas sobre salud y nutrición

3) La Física - diagramas sobre luz/sonido

4) La Química - análisis de fórmulas

5) La Astronomía - diagramas sobre procesos geológicos

Lectura

1) Lectura General - Barnell Loft; artículos de revistas

2) Lectura General (hechos contra opiniones) - editoriales para comparar

3) Prosa - interpretación de un cuento

4) Poesía y Drama: lenguage figurativo - poemas líricos

5) Lectura Práctica - instrucciones para tomar un examen

LEGEND

Repaso
W.W.N.
Cubero #7, #8
Ortografía
Perera
Legorburu #2
Pello
HANDOUT

TEXT

Repaso Matemático
Working With Numbers
Español Activo, Tomos 7, 8
Ortografía (H. Perera)
Acentuación y Puntuación
Ortografía del Español, Segundo nivel
Manual de Ejercicios Gramaticales
Mimeographed sections from Legorburu (1-11)
(available from Clemente Center)

T.E 6/4/11

Auxiliary Services for High Schools - Bilingual Component

Level III, H.S.S. Exam Practice Class CHECK-OFF Sheet NAME_____
(Course of Study) (Phase I:)

EXAM PRACTICE-PHASE I

Matematicas (16 one hour sessions=16 hours)

1. Operaciones de numeros enteros W.W.N. 6, 11, 17, 23
2. Introduccion a quebrados-suma,resta W.W.N. 28, 36, 33
3. Quebrados-simplificacion de respuestas Repaso 96, W.W.N. 30, 31
4. Quebrados-multiplicacion, division W.W.N. 45, 46, 47, 51
5. Introduccion a decimales-conversion Arco 161-162, 176-178
6. Decimales-suma, resta, multiplicacion(aplicación) Repaso 174, W.W.N. 57, 62, 65
7. Decimales-division, problemas mixtos W.W.N. 70, 73, Repaso 207
8. Introducción a porcientos, conversiones W.W.N. 81,82,84
9. Porcientos-aplicacion, interes W.W.N. 85, 92, 93
10. Porciento-"es","de" Repaso 241, [illegible]
11. Medidas-suma, resta, multiplicacion, division W.W.N. 107
12. Geometria-ángulos, perimetro Arco 216-218
13. Geometria-formulas de área y volúmen Arco 217-218
14. Geometria-práctica, aplicaciones Arco 118-220
15. Algebra-números algebráicos-operaciones basicas Arco 206-208
16. Algebra-coordenadas, gráficas de todos tipos Arco 209-210

Expresión Escrita (16 one hour sessions=16 hours)

1. La vocal, el diptongo, y la sílaba Perera 1, 14-20, Perera 2, 12-17
2. Palabras agudas, llanas, y esdrújulas Perera 1, 11-13
3. Reglas del acento ortográfico Legorburu 2, 11-20
4. El acento diacrítico Legorburu 1, 24-27
5. Problemas ortográficos: letras que se confunden Legorburu 1, 28-46
6. Palabras que se confunden Legorburu 1, 28-460; Legorburu 2, 63-67
7. Partes de la oración, sujeto y predicado Cubero 7, 145-146; Arco 41
8. Oracion y fragmento Arco 19-21
9. Concordancia de sujeto y verbo Cubero 8, 57-62
10. Uso correcto de los tiempos del verbo Arco 32-36
11. El verbo haber; deber y deber de verbos irregulares Arco 36-37
12. Las preposiciones; leismo, laismo, loismo Cubero 7, 133-136; Arco 37-38
13. Las mayúculas Legorburu 2, 55-57
14. La coma y sus diferentes usos Cubero 6, 33-36
15. Los dos puntos y el punto y coma Cubero 6, 63-65
16. El diálogo y las citas Arco 56-58

*** NOTA: Para lo siguiente, favor de consultar el "Folleto" ***

Estudios Sociales (8 clases de cuarenta minutos: 4horas)

1. Economía: y grafico basica _____ de linea, etc. (capitalismo)
2. Historia: y más gráficos _____ de circulo, etc. (pre-Colombina)
3. Historia: y más gráficos _____ de barra,etc. (monarquias vs. democracias)
4. Ciencia de conducta humana* y más gráficos todos gráfica (sociologia)
5. Geografia : terminos geograficos localizar distintos localidades(tipos de mapas.)
6. Ciencias Políticas: terminos politicos mas practica en localizar(concepto de nacion)

*(Behavioral Science)

Ciencias Naturales (cinco clases de 3½ horas)

1. Biologia: plantas, animales y seres humanos. estructura celular (diagrama)
2. Biologia: ecología. interdependencia natural (diagrama)
3. Física: electricidad (diagrama-electrones, etc.) estructura atomica
4. Química: estructura atómica (diagrama)
5. La Tierra: Astronomia, sistema solar (diagrama)

Lectura (Cinco clases de cuarenta minutos: 3½ horas)

1. Lectura en general: tecnicas de lectura. idea central, inferencias,articulo de revista
2. Lectura en general: Los hechos vs. la opinion Caricatura politica (Editoriales)
3. Prosa: significado de "bibliografia" (Ensayo y tema)
4. La poesia y la obra dramatica: Lenguaje figurativo. glosario de terminos (poemas Arco
5. La lectura en la vida diaria: instrucciones y anuncios clasificados (instrucciones)

(Total=16 evening sessions;40-48 hours; suggested October-December)

HORARIO

(Suggested only; space available for individualizing)

	Día 1	Día 2	Día 3	Día 4	
90min	(gram)	(gram)	(mat)	(gram)	
90min	(mat)	(mat)	(gram)	(mat)	
90min	(Est Soc.)	(Cien. Nat)	(Lect)	(Est Soc.)	

Fecha aproximada de examen

(Si su asistencia [illegible] será cambiada a la clase de [illegible])

17/20 3/2

Tarea

1) Lea cada asignatura cuidadosamente y note los puntos importantes para recordar.

2) Conteste cualquier pregunta o coloque la información que falta en los diagramas y los diagramas y las gráficas

Estudios Sociales

1) Economía - Comercio: importados y exportados Arc.84-7, Bar.90-2 Arc.70-1,77-8

2) Historia - Pre-colombina: los aztecas y los incas Bar.104-5,97-8

3) Historia - monarquías y democracias

4) Ciencia de conducta humana - la sociología Arc.81-2, 87-8

5) Geografía - los tipos y las funciones de los mapas Arc.76-7,80-1

6) Ciencia Política - concepto de nación (soberanía) Bar.13-3, 92-3

Ciencias Naturales

1) La Biología - las plantas, los animales, los seres humanos, elaborar diagramas

2) La Biología - ecología - interelaciones; el ciclo carbínico; elabor diagramas

3) La Física - las Electrones; elaborar diagramas; interpretar diagramas

4) La química - elaboror las partes del atomo; identificar dibujos de varias molécula

5) La astronomía - el sistema solar; una diagrama de las características de los planetas

Lectura

1) Lectura General - Bernell Loft; artículos de revistas

2) Lectura General (hechos contra opiniones) - editoriales para comparar,

3) Prosa Ensayos personales y el significado del término tema

4) Poesía y Drama: lenguage figurativo - poemas líricos

5) Lectura Práctica - iptrucciones para coger un examen

LEGEND	TEXT
Arco	
Perera 1,	Acentuación y Puntuación
Perera 2,	Ortografía
Legorburu 1, 2,	Ortografía del Español 1er y 2do niveles
Cubero 7, 8,	Español Activo, tomos 7, 8
Cubero 6	Prácticas de Ortografía

LEGEND	TEXT
W.W.N.	Working With Numbers
Repaso	Repaso Matemático
Arco	

EDUCATIONAL PROGRESSION CHART

	READING	MATH	SOCIAL STUDIES	SCIENCE	LANGUAGE	PRACTICAL APPLICATION
N.L.A.:	vocabulary interpretation speed		oral biographies of cultural role models		conversational syntax and diction verb structures in speak- and writing sentence composition spelling	reading and evaluating advertisements "dramatic" activities (mock interviews, role playing, minimal dialogues) in job-related situations.
Gen. Ed.:	understanding basic concepts for interpreting representative examples of fiction, non-fiction & narrative genres	arithmetical computation measurement	introductory geography concepts concepts in "area" cultures(Latin Am., Oriental, etc.) compared to U.S. concepts in personal consumer economics	introductory concepts of human biology including health	parts of speech parts of sentence frequent diction problems simple paragraphs and sentence construction problems spelling	application filing understanding "commercial writing" (newspaper ads., etc.) the math, reading and writing of personal budgets and home economics arithmetic in business (credit buying; calculation of tax & interest; making change) formal letters
Pre-H.S.E.:	interpreting concepts of poetry and plays practice in understanding inferential meaning.	arithmetical computation in verbal problem- solving basic concepts of area, volume & measurement problem solving graphs	concepts in world history concepts in American pluralism concepts in governmental systems	introductory concepts of physical science basic concepts of life sciences	orthographical patterns including spelling & homophonic confusions grammatical agreement patterns composition techniques	writing a biographical outline preparing a resume interpretation of "business prose" (job announcements, simple contracts,etc.) the mathematics of work and home
H.S.E.:	practice in critical interpretation of style tone and meaning of representative exam passages outline lectures in fundamental concepts of literature	arithmetical solution of typical exam questions algebraic solutions concepts of number theory formula sulutions to sample exam questions on plane geometry	critical interpretation of sample test passages in world history, American history, government, economics summary review lectures of foundational concepts in outline form	critical interpretation of sample test passages in biology, earth science, physical science outline lectures of basic concepts in each of the sciences tested for on the exam	orthographical, grammatical, stylistic & dictional analysis of typical exam questions	the style and grammar of writing a resume exam question drill in business math problem solving

-100-

APPENDIX H

A.S.H.S.

French Bilingual Program

APPENDIX I

PROGRAMME DE TRAVAIL

CYCLE A

MATH

Révision sur les quatre opérations
Les chiffres romains
Les mesures de tempe
Les mesure de longueur
Les mesures de capacité
Les mesures de poids
Les mesures diverses
Les fractions
Les nombres décimaux
Test final

READING SKILLS

Using the Context A,B
Working with Sounds A,B
SRA RFU Level 1-7
Locating the Answer C
Using the Context C
Heteronyms D
Homonyms D1-8
Locating the Answer D
with Map work
SRA RFU Level 8-14
SRA 2C Tan, Brown

WRITING SKILLS

Regents English
Workbook I
Exercises page 1-52
Capital Letters
Addressing Envel
Letter Writing
Filling out Forms

LABORATOIRE DE LECTURE

Lecture et habileté à la recherche
Gamme rouge, jaune, verte, et bleue

SCIENCES SOCIALES

Les Etats-Unis
Lecture et activités
Le peuple américain
La prospérité américaine
L'économie américaine
L'industrie américaine
Les villes américaines
Richesse et prospérité des Etats-Unis
Révision générale

SCIENCE

Le globe terrestre
Le jour et la nuit
L'histoire du calendrier
La répartition de la chaleur
Les terres et les mers

U.S.A. Its People and Its Readers
Reading and Exercises
Workbook Exercises
Geographical Terms
SRA RAB Level 1, 15 readings

EMPLOI DU TEMPS

Lección I

poblar - Establecer hombres, animales o vegetales en un lugar donde no los había antes.

aseo - Limpieza, curiosidad, esmero
(Sinónimo: higiene)

calzar - Poner el calzado, los guantes, las espuelas, calzarse las botas.

habitar - Vivir, morar: habitar una casa espaciosa

heredar - Recoger la sucesión de otro: Dar a uno heredades o bienes raíces (Biología - sacar los seres vivos los caracteres de sus progenitores.

honrar - Respetar a una persona. Enaltecer, premiar
(Sinónimos: Respetar, venerar, reverenciar, adora

¿Puedes determinar cuales son las palabras primitivas?
Algunas de las palabras que figuran en esta leccion no derivan de otro vocablo. Por lo tanto, se llaman palabras primitivas. Por ejemplo, útil es una palabra primitiva porque no deriva de otro vocablo.

Ejercicio: I

(A) Escribe las restantes palabras primitivas que figuran en ésta lección.

(B) Escribe al lado de las palabras de la columna A las palabras que pertenecen a la misma familia. Fíjate en el ejemplo.

Columna A	
1- útil	utilidad, inútil
2- poblar	
3- calzar	
4- aseo	
5- habitar	
6- heredar	
7 honrar	
8 afable	
9- hábil	

Columna B
1- desaseo
2- descalzar
3- utilidad
4- aseado
5- calzado
6- población
7- habitacion
8- desheredar
9- herencia
10- deshonrar
11- afabilidad
12- habilidad
13- inútil
14- afabulacion
15- inhabilidad
16- despoblar
17- inhabitable
18- honrado

C. EJERCICIOS DE NOMBRES COMUNES

El campesino rompe la tierra con el arado para hacer el surco donde caerá el grano de maíz.

El sol y la lluvia harán que germine. La milpa crecerá y dará grandes mazorcas. Todos tendremos tortillas que comer.

En este trozo hay once NOMBRES COMUNES.
Encuéntralos.

1. _____ 7. _____
2. _____ 8. _____
3. _____ 9. _____
4. _____ 10. _____
5. _____ 11. _____

D. Mi plato está en la mesa con el cuchillo, el tenedor y la cuchara. El vaso tiene agua fresca. Acerçaré mi silla y esperaré la sopa. Busca los NOMBRES COMUNES. ¿Cuántos son?

_____

_____

_____

_____

Repaso de las primeras cinco Lecciones

Completa las siguientes oraciones llenando los espacios en blancos.

1. Lo que decimos del sujeto es el _____.
2. _____es el nombre de persona, animal o cosa del que se dice algo o que hace algo.
3. Las palabras que nombran personas, animales y cosas se llaman _____.
4. El nombre que sirve para todas las personas, los animales y las cosas de una misma especie se llama _____ _____.
5. El nombre que le damos a una persona, a un animal o a una cosa para distinguirlos de los demás se llama _____ _____.
6. Toda oración consta de dos partes:
   1. _____ 2. _____
7. _____es la persona, animal o cosa que hace algo (o de quien se dice algo).
8. Para descubrir el sujeto, pregunta ¿quien? o¿_____?

Conocimientos Generales

3. Uso de las mayusculas

a. nombre de personas y de lugares (1)

Los nombres propios de personas lugares o cosas se escriben con letra inicial mayuscula. Recuerde siempre que las letras mayusculas en ocasiones tienen diferente forma a la letra minuscula.

I. Escribe con letra inicial mayúscula los siguientes nombres:

1. andres _____
2. luis _____
3. facundo _____
4. julio _____
5. bronx _____
6. queens _____
7. estados unidos _____
8. celso _____
9. peru _____
10. felicita _____
11. mejico _____
12. brooklyn _____
13. maria _____
14. manhattan _____
15. nancy _____
16. william _____
17. zapata _____
18. chicago _____
19. illinois _____
20. hawaii _____
21. italia _____
22. puerto rico _____
23. rio piedras _____
24. santo domingo _____
25. cuba _____

II. Escribe 10 apellidos latinos.

Ejemplo: González

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

3. Uso de las mayusculas

3.B Nombres de lugares

Recuerda que los nombres de personas, lugares o cosas deben escribirse con letra inicial mayuscula.

I. Escribe 5 nombres de tiendas, pueden ser en espanol o en ingles.
Ejemplo: Joyeria del Toro

1. _____ 3. _____ 5. _____

2. _____ 4. _____

II. Escribe 5 nombres de rios.
Ejemplo: El rio Grande de Loiza

1. _____ 3. _____ 5. _____

2. _____ 4. _____

III. Escribe 5 nombres de paises.
Ejemplo: Argentina

1. _____ 3. _____ 5. _____

2. _____ 4. _____

IV. Escribe 5 nombres de ciudades.
Ejemplo: San Juan

1. _____ 3. _____ 5. _____

2. _____ 4. _____

V. Escribe los nombres de los condados que componen la ciudad de Nueva York.
Ejemplo:

1. _____ 3. _____ 5. _____

2. _____ 4. _____

APPENDIX J

BOARD OF EDUCATION
AUXILIARY SERVICES FOR HIGH SCHOOLS
ROBERTO CLEMENTE CENTER
431 JACKSON AVENUE
BRONX, NEW YORK 10455

DR. SEYMOUR WEISSMAN
Director

JULIAN O. WASHINGTON
Assistant Director

JERRY MAHRER
Center Administrator

JOHN P. RAMIREZ
Bilingual Coordinator

TO: Center Administrators, bilingual teachers, counselors/advisors

FROM: John Ramirez, Co-ordinator of Bilingual Program

SUBJECT: Calendar for Fall,1981.

Thursday September 24th	Meeting with Ed. Advisors/Counselors ONLY Day: (all language groups) 2-3:30pm Clemente Resource Center Evening: (all language groups) 4-5:30pm Clemente Resource Center
September 14-October 3	Evening center registration-testing etc. (all languages groups)
October 5th.....	Evening classes scheduled to begin.*
October 21st	Fall conference will be scheduled for Chinese, French/Haitian, Greek, and Italian staff 4-5:30pm. Clemente Resource Center.
November 24th	Teachers and paraprofessionals (Spanish component) will be scheduled to meet. Clemente Resource Center. Day staff: 2-3:30 Evening staff: 4-5:30

* Call your administrator to confirm.

122

HIGHLIGHTS OF ADVISORY COUNCIL MINUTES OF OCTOBER 22, 1981

The meeting was held at the Brandeis Evening Center, Auxili. Services for High Schools from 6:00 p.m. to 8:30 p.m. Members of the Advisory Council signed the attached sheets to indicate their membership and attendance. John P. Ramirez, Coordinator and Alma T. Warner, Assistant Coordinator of the Bilingual Program were present.

Mr. Ramirez explained to the Advisory Council that the program must submit a new proposal to get Title VII funds. Members asked questions, discussed information Mr. Ramirez gave them and ended by recommending that the program add as its new thrust getting more students into the program who have never before attended school in New York City. This recommendation will be incorporated into the writing of the new proposal.

Mrs. Warner presented the results of the data compiled by the program for 1980-1981 which showed information about the number and types of students served by the program. Council members were shown copies of charts showing this information.

The meeting was adjourned at 8:30 p.m.

HIGHLIGHTS OF ADVISORY COUNCIL MINUTES OF DECEMBER 15, 1981

The Advisory Council pre-Christmas party/meeting was held at the office of the Bilingual Program, Roberto Clemente Center. Members of the Council looked at some of the materials available in the office for program-wide use.

The Council was given a summary of the progress made to date in writing the new Title VII application by Mr. Ramirez. Questions and answers followed. After this period Council members were asked to write their comments and recommendations to this application on the sheets dated December 15, 1981 which are attached to this application. (These sheets served as attendance sheets for this meeting.) They were also informed that sixty days after the granting of an award for this proposal, an Advisory Committee will be formed. Details of the make-up of this committee were given to the Council. The meeting which began about 1:30 p.m. was adjourned at 3:30 p.m.

Recommendations and Comments of Advisory Council Members with Respect to the Proposal listed below (1981-1982)

1. PROPOSAL TITLE: THE BILINGUAL PROGRAM IN AUXILIARY SERVICES FOR H.S.

2. FUNDING SOURCE: Title VII

3. DATE OF COMPLETION OF THIS REPORT: December 15, 1981

4. SIGNATURES OF COUNCIL MEMBERS:

	Occupation* 1,2,3,4,5
① Li Yao. 李耀 I have great interest in the program at Forsyth H.S. because I have learned a lot.	2
② 邓洪 Deng Hong Xie: Chinese bilingual program at Forsyth is worth while	1
③ [illegible] I like the program. very much.	1
④ Bella Ioannidou: It's a very good program - it should continue	1
⑤ Flaira Cabrera el programa me ha beneficiado y necesito que continue	2
⑥ yo estoy muy contenta porque aqui estoy aprendiendo bastante deberiamos las madres de familia estudiar junto con sus hijos asi aprender. Martha Cabrera	1

*Occupation:

1. Parent of eligible child
2. Student
3. Student/Parent
4. Community Representative
5. Board of Education staff member

Recommendations and Comments of Advisory Council Members with Respect to the Proposal listed below (1981-1982)

1. PROPOSAL TITLE: THE BILINGUAL PROGRAM IN AUXILIARY SERVICES FOR HIGH SCHOOLS

2. FUNDING SOURCE: Title VII

3. DATE OF COMPLETION OF THIS REPORT: December 15, 1981

4. SIGNATURES OF COUNCIL MEMBERS:

	Occupation* 1,2,3,4,5
Hospitaire Jean Richard	2
C'est un programme extraordinaire!	
Roosevelt Pierre Louis	1
C'est un programme indispensable	
Emmanuel Tassart	5
C'est un très bon programme de tout premier ordre.	
More programs of this kind are needed	
Esta Ira Lida un Programa	5
Muy Importante. Para mi	
desarrollo intelectual. Cada	
dia me siento mas agradecida	
Eduardo Garcia	

*Occupation:

1. Parent of eligible child
2. Student
3. Student/Parent
4. Community Representative
5. Board of Education staff member

Recommendations and Comments of Advisory Council Members with Respect to the Proposal listed below (1981-1982).

1. PROPOSAL TITLE: THE BILINGUAL PROGRAM IN AUXILIARY SERVICES FOR HIGH SCHOOLS

2. FUNDING SOURCE: Title VII

3. DATE OF COMPLETION OF THIS REPORT: December 15, 1981

4. SIGNATURES OF COUNCIL MEMBERS:

	Occupation* 1,2,3,4,5
x Vito Chinelli	1
mi aiuta moltissimo	
x Giovanni Giarrusso	1
molto efficiente	

*Occupation:

1. Parent of eligible child
2. Student
3. Student/Parent
4. Community Representative
5. Board of Education staff member